EDUCATION OF THE DEAF:

NOTES AND OBSERVATIONS,
WITH
REVISED INDEX.

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NOTES AND OBSERVATIONS

UPON THE

EDUCATION OF THE DEAF,

WITH A

REVISED INDEX

TO

Education of Deaf Children:

BY

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VOLTA BUREAU
WASHINGTON, D. C.
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Washington, D. C., June 30, 1892.

Hon. JOHN HITZ,
Superintendent of the Volta Bureau.

DEAR SIR: *In penning the following Notes and Observations while the revised edition of the Index to Education of Deaf Children was passing through the press, I have touched upon a number of topics after a desultory fashion, and at the same time some matters worthy of systematic treatment have been omitted entirely.*

Chief among the omissions is the extremely important subject of the early home-training of young deaf children, a point upon which, I am glad to say, the VOLTA BUREAU *is prepared to render valuable assistance to parents.*

Another important omission is a word of caution against indiscriminate intermarriages of the deaf. Here, again, the VOLTA BUREAU *is prepared to furnish a special pamphlet of judicious counsel which meets the approval of men of science, a great many educators of the deaf, and, best of all, that of an ever increasing number of the deaf themselves.*

Though I have endeavored to write in a dispassionate way, I wish it to be understood that the VOLTA BUREAU *assumes no responsibility for the views expressed in these pages.*

Yours truly,

J. C. GORDON.

The Royal Commission upon the Condition and Education of the Blind, the Deaf and Dumb, &c., appointed by command of her Majesty, Victoria, Queen of the United Kingdom of Great Britain and Ireland.

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NOTES AND OBSERVATIONS.

The Analytical Index which follows has been printed in its present form for the convenience of readers seeking information concerning the education and instruction of deaf children, and advantage has been taken of the opportunity to include in the volume these random notes upon topics of special importance.

The references are to a large and costly work entitled Education of Deaf Children, which was prepared for the press under the editorial supervision of the writer. Arrangements have been made for the distribution of this work of reference upon a liberal scale, so that it may be accessible at convenient centres throughout the world to readers interested in the welfare of the deaf.

In an appended list will be given the names of a large number of libraries in which the book may be found and in which the work will be accessible for reference by readers desiring to consult it.

It is proper to add that the work has been presented to these libraries by the Volta Bureau and distributed through the co-operation of the Smithsonian Institution for the increase and diffusion of knowledge.

Education of Deaf Children contains the evidence presented by Dr. E. M. Gallaudet and Dr. Alexander Graham Bell before the late Royal Commission of the United Kingdom upon the Condition and Education of the Deaf, etc. The larger part of the Exhibits presented by these

eminent friends of the deaf has also been incorporated in this book. Much of this matter was extracted from the *American Annals of the Deaf*, a veritable storehouse of valuable information not readily accessible to readers in general.

In addition, the work contains original papers prepared expressly for it, and not to be found elsewhere in print. This original matter includes an analytical study of 506 verified cases of deaf children of deaf parents in the United States, genealogical charts, an exposition of Visible Speech with special reference to the instruction of the deaf, a discussion of certain features of the U. S. Census of 1880, and considerable statistical matter.

The principal feature of EDUCATION OF DEAF CHILDREN is the evidence of President GALLAUDET and of Dr. BELL. Both of these distinguished witnesses crossed the Atlantic and appeared before the Royal Commission in response to urgent invitations from the British Government.

President GALLAUDET is a pronounced advocate of the use of the sign-language in the education of the deaf, under certain limitations, however, which have been generally admitted in theory, and almost as generally disre garded in practice by "sign" teachers.

President GALLAUDET recommends a general scheme of instruction, the aim of which is to include "every method which can be shown to be of real service to any sub-class of the deaf." This comprehensive scheme is named by President GALLAUDET the "combined system." Since the adjournment of the Royal Commission a new school for the deaf has been organized at Preston, in England, in which, largely in consequence of President GALLAUDET'S evidence, the "combined system" will be employed. To

understand the precise meaning of this term, as used in various discussions and by different persons, requires care on the part of the reader. Dr. E. A. FAY notes not less than ten varieties of methods, differing in matters of detail, all of which are practiced in America under this designation.

Dr. BELL, though regarded as a champion of the oral method of instruction, appears in this work as a free lance. Taking upon himself the thankless yet extremely important office of a critic, Dr. BELL finds that the prevalent methods in current use fail in important respects, and grave dissatisfaction is expressed with their results, especially, where the sign-language is made the basis of instruction and communication. It is needless to add that Dr. BELL's testimony exerted a marked influence upon the Royal Commission.

In the course of his evidence, Dr. BELL sets forth a method of instruction and makes a number of suggestions worthy of the careful consideration of educators of the deaf.

The statistical exhibit of employments of deaf adults, compiled for this book and printed at the conclusion of these notes, indicates the beneficent results of the education afforded by our schools in general and by the College. The deaf in America are, with rare exceptions, law-abiding, temperate, industrious, capable, and useful members of society. In their endeavor to do their duty they pass through life almost unobserved, yet forming a segregated class among their fellow-men. Familiar to them and to their friends is a roll of names of deaf persons deserving distinction for talents, genius, and attainments of a high order.

The progress in the amelioration of the lot of the deaf and dumb within the past century has been known and appreciated by none so well as by their instructors, who alone realize the obstacles in the way. Gratifying as the attainments of the deaf are, to those charged with the responsibility of their education, yet, to them, is the retrospect fraught with that discontent which promises greater achievements in the future.

The polemic literature of the day affords conclusive evidence of the unsatisfactory results of the education of the deaf as ordinarily conducted. None but superficial observers can be satisfied, from an educational point of view, with the attainments of the generality of deaf-mutes who have gone forth from our institutions. Yet a great deal has been accomplished for the deaf, and, in this land of opportunity, they share in the general prosperity to a large extent whether they are educated or not. Since the opening of the first school, in 1817, at Hartford, in the State of Connecticut, 31,253 pupils have received instruction in the 62 public and 15 private and denominational schools for the deaf in the United States. These schools have a present attendance of not less than 7,849 pupils. Tuition is practically free to rich and poor alike. Maintenance at school, with the exception of clothing and travelling expenses, is usually provided. Clothing is generally provided for the indigent. The railways grant reduced rates of fare for transportation of pupils to and from their homes for the summer vacations. In general, attendance at school is not compulsory, but parents are encouraged everywhere to send their deaf children to school. The current expenditures of the public schools for the deaf, exclusive of outlay for buildings and grounds, exceed one million five hundred thousand dollars annually.

The educational programmes, or courses of study, usually laid down, considering the point of departure where the education of real deaf-mutes must begin, generally cover too many formal subjects of instruction. They include the ordinary studies of the primary, "grammar-school," and even "high-school" grades for hearing children, in addition to workshop-practice, in many schools, in the rudiments of various "trades." The average duration of school-life is probably short, notwithstanding the general liberality of the laws and the attractions of institution-life. In many schools, pupils are permitted to remain from eight to ten years, and, in some schools, twelve years or longer. In the New York Institution, according to Mr. F. D. CLARKE, seventeen years is the limit. After the completion of an elementary course, recommended pupils from any school for the deaf in the United States are eligible to a five-years' course of higher instruction in the National College for the Deaf, at Washington, upon passing entrance examinations of an elementary character.

The deaf may be roughly divided into two classes which possess peculiar interest from the psychological point of view: those who never could hear words, and those who once had this power but lost it through disease or accident. The former class is known as the congenitally deaf, the latter, as the adventitiously deaf. A pseudo-classification includes children who are assumed to have received no benefit from their hearing before its loss in early life in a third class, the quasi-toto-congenitally deaf.

It is impossible to determine the proportion of pupils in our schools at the present time who were born deaf. Many institutions do not report statistics upon this point. The following tabulation is based upon figures given in comparatively recent reports:

NUMBER AND PERCENT. OF THE CONGENITALLY DEAF.

Name of School.	Total enrollment considered.	Number deaf from birth.	Percentage deaf from birth.
Western New York	147	37	25.
Illinois (40 years)	1,886	490	26.
Michigan	350	92	26.2
Ohio	461	123	26.6
" (63 years)	2,348	682	29.
Pennsylvania	521	157	30.
Six schools	272	88	28.5
Nebraska	286	87	30.4
Missouri	307	108	32.
N. Y. Inst. for Improved Instruction	184	65	35.2
American Asylum (first 100)	100	46	46.
" " (recent 100)	100	41	41.
[United States Census, 1880]	22,473	12,155	54

In contrast with these figures, the Margate, England, Institution, in 1889, reported 71.3 per cent. born deaf, out of a total of 350 cases, and fifteen European countries report 3,465, or 67 per cent., as born deaf, out of 5,171 cases reported.

Though the exact proportion of adventitious, or "acquired," cases of deafness in our schools is unknown, it appears probable that in recent years about 66 per cent. of the pupils were not born deaf, and a large percentage of these acquired colloquial language, as commonly used by children at least, before the loss of their hearing. Undoubtedly the majority of these are fit subjects for special schools; but it must be remembered that upon this foundation it is comparatively easy

for special teachers to build up scholarship of a fair, and even a superior quality, for which but little credit is due to the method of instruction or to the ability or efficiency of instructors. The temptation is very great to gauge results by the exceptional and brilliant cases from this group. The munificent provision made under legislation which is liberally construed, the attractions of institution-life, and the influence of public sentiment, all combine to draw into our schools pupils of superior attainments, who in other lands would neither enter deaf-mute schools in youth nor be known as deaf-mutes in adult life. This class, in America, affords not a few examples of masters of written English, capable of writing the vernacular with a vigor and ease of diction which is worthy of admiration. The attainment of this remarkable facility in writing idiomatic English is in part the result of assiduous, and even excessive, practice and drill in sentence-forms to an extent unattempted and undreamed of in composition-writing in the ordinary education of hearing persons; the cultivation of the habit of reading books also contributes to this result. Members of this class, though handicapped in many of the employments of adult life, have within their reach the whole world of literature, and almost the entire domain of science, upon the same terms as their hearing brethren.

When we turn to that class of the deaf for whose benefit special schools in general were primarily organized, and for whom they are an absolute necessity—the deaf-born and those deprived of hearing in early infancy—the fact has been long known, though not fully realized, that we find but few, indeed, who have gained the ability, in passing through our schools, to do three important things, to wit: to read ordinary books with profit and pleasure; to

compose even a page of idiomatic English concerning ordinary matters; and to comprehend clearly our language as used in business and the occupations of life.* The great majority of real deaf-mutes, of fair capacity and willingness to learn, remain, through no fault of their own, foreigners, in varying degrees, in the land of their birth, hampered in their intercourse with others and cut off from the means of self-improvement. Exceptions to this rule are conspicuous through their very rarity. Even intelligent and educated adults of this class have been known, who, in case of illness in the family, were unable to understand the usual inquiries of a physician, or to follow his explicit directions.

Is there no remedy available? I am not one of those

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* This statement has been challenged as too sweeping; but from my personal knowledge, and after extensive inquiry, I have not felt justified in modifying it.

I desire to receive the names and addresses of the congenitally deaf. out in the world, who can stand, satisfactorily, the three tests named above, with as full particulars as possible in regard to the method of language-teaching pursued in their education.

Cases belonging to the hypothetical, so-called "quasi-toto-congenitally-deaf" class are excluded from this inquiry, which relates exclusively to those whom we have every reason to believe never possessed the sense of hearing.

I agree in the main with Dr. P. G. Gillett, the head of the Illinois Institution and the educator of more deaf-mutes than any other man in the world, who says: "My observation has shown me, and quite to my satisfaction, that it is impossible to tell how soon mental development commences after birth, on account of the reason that the hearing of the child may have been present at the time of birth. I am quite convinced that there is a large amount of mental growth and mental invigoration that is brought about before the child orally gives the manifestation of that mental growth. * * * But this, I am positive, is true, that we have a great aid in instructing our pupils who have been able to hear even for a few months, even if they should lose their hearing before they commence to speak."

Since all other classes of the deaf will be apt to receive superior training in schools reaching a high average of attainment in language with pupils deaf from birth, I prefer to limit the present inquiry to this class of real deaf-mutes. J. C. G.

who entertain a poor opinion of the ability of the congenitally deaf to acquire and to retain a fair command of our language. To say nothing of individual cases which may or may not be exceptional, and of proficiency elsewhere of which I am not personally cognizant, I have seen, within the last year, impromptu conversational English used by deaf-born pupils of the Northampton, Rochester, and Philadelphia schools, in a manner to lead me to hope that the day is near at hand when the deaf-born, in general, will go forth from these schools, and from many others, able to comprehend the full force of our language, prepared to use it in the intercourse of life, and fitted to go forward in the independent acquisition of knowledge. Indeed, rare minds among them may carry the golden key to the paradise of literature. These results seem to be within the reach of all earnest and intelligent teachers willing to avail themselves of improved methods of language-teaching. These methods were not fully developed, nor widely known, when the late Dr. Harvey Prindle Peet, in his report upon European institutions, penned this despondent paragraph: "In fact, all teachers of the deaf and dumb in all countries, and under all systems, have been forced to acknowledge, with pain and humiliation, that after their best efforts have been bestowed, they are able to show a few exceptional cases only, of deaf-mutes from birth, who have obtained the ability to read books with the ease, pleasure, and profit which well-educated persons associate with the idea of reading."

In no other department of education is the responsibility of the teacher so great as in the education and instruction of deaf children, and in no other department are conflicting theories so sharply defined, so vigorously attacked,

or so tenaciously maintained. EDUCATION OF DEAF CHILDREN might with propriety have been styled "Voices from America," containing, as it does, replies from three-fourths of the heads of schools for the deaf in America to questions propounded by the Commission. One object of this work has been to present to the world an impartial record of the opinions of those charged with the responsibility of directing the education of the deaf in America, The claims of the "pure oral method" were not set forth before the Commission by any American advocate of that method, and therefore do not appear in this work. Readers desiring a full exposition of the "pure oral method," now prevalent, generally throughout continental Europe, and practiced in a few schools in America, will find a full account of this method in the chapters devoted to the subject in a recent work entitled "Education of Deaf-Mutes," by Rev. THOMAS ARNOLD, of Northampton. England.

It is worthy of note that the Royal Commission, after one hundred and sixteen sittings, in the course of which forty-seven experts, representing almost every method or theory of instruction, were examined, and after a personal inspection of British and continental schools of every description, adopted the following compromise, among others, and recommended:

> That every child who is deaf should have full opportunity of being educated on the pure oral system. In all schools which receive Government grants, whether conducted on the oral, sign and manual, or combined systems, all children should be, for the first year at least, instructed on the oral system. and after the first year they should be taught to speak and lip-read on the pure oral system, unless they are physically or mentally disqualified, in which case, with the consent of the parents, they should be either removed from the oral department of the school or taught elsewhere on the sign and manual system.

Two members of the Commission did not sanction this

recommendation because the oral method was not recommended exclusively, while two others dissented for the reason that it was deemed by them too strong an endorsement of that method.

For the various theories and methods of instruction now current in America, with the exception above noted, readers are referred to the pages of EDUCATION OF DEAF CHILDREN, in which may be found information upon many questions of importance not only to the deaf and their friends, but also to educators in general, to men of science, and to all who have the welfare of humanity at heart.

J. C. GORDON.

NATIONAL COLLEGE FOR THE DEAF,
Kendall Green, Washington, D. C., U. S. A.,
May 16, 1892.

INTRODUCTION TO "EDUCATION OF DEAF CHILDREN."

This book has been printed, through the liberality of the Volta Bureau, to signalize an educational movement of international interest.

The object of the movement referred to is, to secure provision for the elementary education of every deaf child in the United Kingdom, and incidentally to promote the greatest efficiency practicable in the instruction afforded.

In furtherance of this end, a Commission created by the Crown in 1885, with special reference to the blind, was instructed, January 20, 1886, to enlarge the scope of inquiry, and was empowered "to investigate and report upon the condition and education of the deaf and dumb."

This Commission endeavored to examine the whole field of deaf-mute instruction with characteristic British thoroughness and energy. Schools upon the Continent were visited, and in London the Commissioners held one hundred and sixteen sittings, calling before them for examination forty-three persons as experts specially interested in the welfare of the deaf, and deemed capable of giving information of value upon the subjects of inquiry.

The complete report of the Commission forms a great work of 1,574 large octavo pages in four volumes, which was presented to Parliament in 1889, upon the conclusion of the labors of the Commission.

The direct evidence in this volume has been extracted from the third volume of the Report of the Royal Commission. It includes the testimony of President Edward

MINER GALLAUDET, Ph. D., LL.D., and of Mr. ALEXANDER GRAHAM BELL, Ph. D., M. D., etc. Dr. GALLAUDET, President of the National Deaf-Mute College, and Chairman of the Standing Executive Committee of Conventions of American Instructors of the Deaf, appeared before the Commission in November, 1886, upon the invitation of the British Government communicated through the Secretary of State. President GALLAUDET appeared as the accredited representative of the profession in America. His evidence, with the accompanying exhibits, is found in Part I. of this volume. Eighteen months later, in June, 1888, Dr. BELL appeared, on the invitation of the Royal Commission, and testified, incorporating in his evidence replies obtained by him from seventy-five per cent. of the heads of schools in America to special points upon which information was sought by the Commission. Dr. BELL'S evidence, etc., appears in Part II. of this work.

The Table of Contents and the Index to this volume indicate in some measure the magnitude of the labor of love undertaken by President GALLAUDET and Dr. BELL. The variety and importance of the subjects discussed by these eminent men make it inexpedient to attempt to give an epitome of their evidence, or a critical estimate of the value of the matter presented by them. It is sufficient to say that every intelligent friend of deaf children who reads this book will not only be the wiser for the reading, but will be stimulated to greater efforts for the welfare of the deaf.

To readers unfamiliar with the deaf, and with the history of deaf-mute instruction, who may note antagonistic views in these pages, the writer would say that the art of instructing the deaf is still in its youth, if not in

its infancy. Though philosophers had demonstrated "the practicability of this extraordinary art" and a hundred instances, or more, of instructed deaf-mutes had flashed their feeble rays of light along the ages, the learned JOHN BULWER, contemporary of MILTON, and BUTLER, and BACON, met with no encouragement whatever in the earliest effort on record to found a school for those "originally deafe and dumb." Referring to his project, BULWER says: "I soon perceived by falling into discourse with some rationall men about such a designe that the attempt seemed so paradoxicall, prodigious, and Hyperbolicall, that it did rather amuse than satisfie their understandings." Indeed, more than a century followed, in which DALGARNO, and WALLIS, and HOLDER, of Oxford, and DEUSING, and VAN HELMONT, and AMMAN, on the continent, wrote apparently upon the sand before the first enduring schools were established by BRAIDWOOD, DE L'ÉPÉE, and HEINICKE, who groped their way in darkness along an unbeaten path. Living octogenarians may have known persons who were the first pupils in the schools of these pioneers.

The problems which have confronted all laborers in this field are many and difficult; and though able and well-equipped minds have been devoted to the solution of them, few, if any, fundamental principles have been established, and definite methods of procedure have not found general acceptance. The education of the deaf has not passed yet beyond the experimental stage. Though methods and systems may be sharply differentiated, I am persuaded, from personal observation, from conversation with instructors, and from a study of the literature of the subject, that the instruction of the deaf is in a state of transition and of progress which renders the shibboleths

of the past, vague, and of doubtful utility aside from the historical interest which may attach to them.

The teaching of language, as the key to knowledge, rightly holds the foremost place in the instruction of the deaf. In this branch, radical reforms are steadily making progress which have not been subjected as yet to statistical inquiry. Subordinate to language-teaching, though holding a more prominent place in current thought and discussion, is the teaching of speech. Figures are at hand to illustrate the progress of this phase of improvement in the education of the deaf in the United States. In 1887, the total number of deaf children under instruction was 7,978, of whom 2,556, or 32 per cent., were taught articulation; in 1891, four years later, 9,232 deaf children were under instruction, of whom 4,245, or 46 per cent., received instruction in articulation. In the former year, out of 577 teachers, 171, or 29.6 per cent., were engaged in teaching speech; in the latter, out of 686 teachers, 258, or 37.6 per cent., were teachers of speech. The reader is referred to page 259 in Part III. for interesting tables which more fully illustrate the growth of speech-teaching in the United States.

The returns of pupils *taught by speech* are incomplete. The number reported for 1891 is 963, or 10.4 per cent. of the entire number of deaf pupils attending school. 365 of these were in the New England States where they formed 64.7 per cent. of the whole number of pupils, and 72.1 per cent. of the pupils receiving instruction in speech.

The following table, presenting the statistics of speech-teaching in the United States by geographical groups, has been compiled from the returns tabulated by Dr. E. A. Fay, in the *American Annals* for January, 1892:

Statistics of Speech-Teaching in Schools for the Deaf in the United States for 1891, *arranged in Four Territorial Groups.*

Territorial Groups.	Number of Schools.	Pupils.			Teachers.		
		Whole number.	Number taught Articulation.	Per cent. taught Articulation.	Whole number.	Articulation teachers.	Per cent. of Articulation teachers.
New England States	8	564	506	89.9	62	49	79
Middle States, Maryland, and District of Columbia	16	2,648	1,793	68.6	215	115	53.5
Central and Western States and Territories	32	3,830	1,307	34.1	262	70	26.7
Southern States	19	2,190	649	29.6	147	24	16.3
Total	75	9,232	4,255	46	686	258	37.6

Much of the progress indicated above may be of a superficial character, but the schools of the future will realize substantial benefits from the intelligence, independence, and zeal which characterize the workers in many of our schools who have already broadened and deepened the education of the deaf along various lines to an extent unattempted and undreamed of in other lands.

American readers will be interested in knowing that the evidence presented by President Gallaudet and Dr. Bell exerted a marked influence in England. A copy of the official summary of the recommendations of the Commission may be found in Part III. of this volume. A bill founded largely upon these recommendations, but applying to Scotland only, was introduced into the House of Lords by the Marquis of Lothian, President of the Scotch Educational Department, on the 22d of May, 1890. This bill passed both Houses of Parliament, received the Royal assent, and has become a law.

A bill drawn up by the government to make better pro-

vision for the elementary education of the blind and of the deaf in England and Wales was introduced by Viscount CRANBROOK, the Lord President of the Council, into the House of Lords, and it was ordered to be printed July 1st, 1890. This bill, subsequently amended, passed the House of Lords but did not reach the Commons. A copy of this bill will be found in Postscripts, Part III. Taking advantage of the public discussion and criticism of the original bill a new bill was introduced into the House of Lords the succeeding winter and passed, but was not presented to the House of Commons.

Assurances have been given that the government will for the third time bring this measure before Parliament at the coming session and that a vigorous effort will be made to render operative by legislation the following recommendations: Substantial subsidies to existing institutions of approved standing, the founding of new institutions and day-schools if necessary, capitation grants with provision for maintenance in necessitous cases, compulsory attendance, governmental inspection with reports upon "the knowledge of written language, speech, and the general efficiency of the schools under whatever system," non-interference with methods of instruction so long as the result in written or spoken language is satisfactory, and saving clauses respecting the rights and obligations of parents in regard to choice of school, religious training, and contributing to the support of children according to ability.

Notwithstanding threatened opposition from several associations in no way connected with the education of the deaf, there is reason to believe that the perfected measure will command the support of well-informed friends of the deaf and of philanthropists without regard to party affiliations. Partisan opposition is apprehended from party

men having at best a superficial acquaintance with the subject of deaf-mute instruction. The main grounds upon which opposition is anticipated are the fear of sectarianism and the fear of exclusiveness in the management of institutions. Outside of the few schools organized and maintained expressly in the interest of some particular creed or cult, sectarianism is practically unknown in schools for the deaf either in Great Britain or in the United States.

The fear of exclusiveness in the management of schools may not be altogether groundless. In America examples of fossilized corporations are not unknown. But there is need of caution in the application of a remedy, and too great care cannot be exercised in devising safeguards against the introduction of party politics under the cloak of "popular control." The efficiency of a few schools in America has been seriously impaired by the operation of vicious laws. These laws made it possible for "practical politicians" to secure the control and management of certain State schools as a reward for partisan services. The baneful effects have been fully realized in widespread demoralization in but few cases. But even in cases where partisanship has been held in abeyance, trustees have been selected whose highest conception of duty has found expression in a balance-sheet more creditable to an almshouse or a prison than to a highly specialized educational establishment.

The spectre of sectarianism need occasion our British friends no alarm, but vigilance must be exercised to shut out partisanship and incompetency from all possibility of controlling schools for the deaf.

It is to be hoped most earnestly that Parliament will be aroused from its lethargy, and, in response to the appeals of an enlightened and ever-growing public sentiment, that

it may be led with wisdom to legislate for the welfare of deaf children for whom no provision is assured by law, and thus to remove a reproach which rests upon the British government alone among the great powers of the world.

It may be noted that POSTSCRIPTS, Part III., contains matter not submitted to the Commission nor heretofore printed. Here, in connection with a series of charts of Visible Speech, may be found, for the first time in print, an exposition of Visible Speech, with special reference to the application of the system to the teaching of deaf children. The latest available statistics of schools for the deaf in the United Kingdom, Germany, and in the United States, are also given in this part in the pages preceding the index.

The editor's acknowledgments are due to Harper & Brothers, A. S. Barnes & Co., Wm. Wood & Co., and to the publishers of the "American Supplement to the Encyclopedia Britannica," for courteous permission to use copyrighted matter appearing in the Exhibits. Acknowledgment is due also to the authors of papers which have been taken from the AMERICAN ANNALS OF THE DEAF.

In the preparation of these pages for the press I have been kindly assisted by A. W. MCCURDY, Esq., by the Hon. JOHN HITZ, Superintendent of the Volta Bureau, and by others who, though unnamed, have rendered services none the less appreciated.

J. C. GORDON.

NATIONAL COLLEGE FOR THE DEAF,
KENDALL GREEN,
WASHINGTON, D. C., *January 1st*, 1892.

PROGRESS OF SPEECH-TEACHING.

In view of the general interest in speech for the deaf, I have brought together in these notes the formal action in reference to the subject which has been taken by the most important bodies of educators of the deaf, along with memoranda of important reports of foreign tours of observation by Americans. In 1843, HORACE MANN, Secretary of the Massachusetts Board of Education, accompanied by Dr. S. G. HOWE, of the Perkins Institution for the Blind, made a tour of Europe. These gentlemen were deeply impressed by the excellence of certain German schools, and Mr. MANN included in his seventh report an account of the "German" method, which he declared to be superior to the silent method at that time practiced in America to the exclusion of all others. An effort to obtain a charter for an oral school in Boston, in 1843, was thwarted, but, in the American Asylum, a selected class for practice in speech was promptly organized.

In consequence of Mr. MANN'S report, other observers were sent abroad on behalf of the American institutions. Mr. LEWIS WELD, representing the American Asylum at Hartford, published in 1845 the result of his observations in Europe. In the same year, Rev. GEORGE E. DAY, D. D., representing the New York Institution, made an elaborate report, in which he stated his conclusions as follows:

"That in spite of the peculiar difficulties, even a deaf-mute from birth, by unwearied pains and the expenditure of much time, *might*, to a certain extent, be taught to articulate in English, I have no doubt, and where parents have the necessary leisure, I would by no means be understood as dissuading them from the attempt, but, *as a regular part of a system of public education, its introduction into our institutions, I am persuaded, would be a serious misfortune to the cause of deaf and dumb instruction.* That there are a few, usually reckoned among deaf-mutes, consisting of those to whom hearing, or the power of speaking, partially remains, to whom instruction in articulation is desirable, is self-evident."

In 1852, the New York Institution published a report of an extended tour by HARVEY PRINDLE PEET, LL. D., who visited a number of schools abroad in 1851.

Dr. DAY'S report of a second tour, made in 1859, indicates an advance upon his former opinion that the introduction of articulation as a regular part of a system of public instruction would be a serious misfortune. In this report he admits that a class—

> "Variously estimated at from one-fifth to one-tenth of the whole number," consisting of "semi-mutes, mutes who became deaf after having once learned to speak, and now and then those who possess special aptitude, mentally and physically, for this kind of work, may be taught, with more or less advantage, to articulate mechanically, and to read upon the lips;" and says, further, "While the teaching of articulation and the labial alphabet should be confined to the proportionally small number of so-called deaf-mutes who are specially qualified to receive it, no pains on the other hand should be spared in faithfully laboring to teach this peculiar class to speak and to read upon the lips."

In all these reports the criticism of the general results in the foreign schools was so unfavorable upon the whole, and the commendation of oral methods so carefully qualified, that even the guarded recommendations fell upon leaden ears. As a result, American instructors were generally averse to the serious consideration of teaching the deaf and dumb to speak, and only feeble and sporadic attempts were made to modify, in any respect, the system developed in America, which was believed to be "in the highest degree adapted to relieve the peculiar misfortune of the deaf-mute, and restore him to the blessings of society." Dr. HARVEY PRINDLE PEET, the highest recognized authority in his day, gave voice to the general sentiment, in declaring that "artificial articulation is useless as a medium of thought and reasoning, while its value as an instrument of communication is in most cases less than that of several other methods."

Notwithstanding active and determined opposition on the part of a few, Dr. HOWE, Mr. FRANK B. SANBORN, and Hon. GARDINER GREENE HUBBARD (father of a little girl who had lost her hearing), with others, began, in 1864, and continued to urge upon the legislature of Massachusetts the incorporation of an oral school. In the same year a pupil was taught privately by Miss HARRIET B. ROGERS, and in June, 1866, Miss ROGERS opened a private oral school at Chelmsford, Mass. The friends of oral teaching were further encouraged by a liberal donation from JOHN CLARKE, Esq., for the founding of a school, and, in June, 1867, they obtained from the legislature an act of incorporation for the Clarke Institution at Northampton, Massachusetts. This was accomplished only after a long struggle in which the original friends of the movement were aided by Governor BULLOCK, Hon. THOMAS TALBOT, Hon. LEWIS J. DUDLEY, and by many persons prominent in private life. Not the least interesting feature of the contest was the aid rendered to the movement by many of the deaf themselves. Among these were Mr. AMOS SMITH, Mr. PHILO W. PACKARD, Mr. GEORGE HOMER, and the deaf-mute poet and artist, Mr. JOHN CARLIN. Organization was promptly effected, and the school at Chelmsford was transferred to the Clarke Institution, which was formally opened, with Miss ROGERS in charge, on the first of October, 1867. The first report of the school states: "This Institution is especially adapted for the education of the semi-deaf and semi-mute pupils, but others may be admitted." The whole amount of Mr. CLARKE's gifts to this Institution, including bequests, has been more than $300,000. Of this sum, a fund of $256,000 has been invested in stocks and bonds.

In March, 1867, an oral school was opened in New York city under the instruction of Mr. BERNARD ENGELSMANN.

This school, under the name of the New York Institution for Improved Instruction of Deaf-Mutes, was incorporated in 1869, through the efforts of Mr. ISAAC ROSENFELD and others, and it receives State aid upon the same basis as the other schools for the deaf in the State of New York.

It may be remarked in passing, that in the same year, 1867, that two oral schools were opened in America, the first regular schools employing the oral method exclusively were established in England, by Mr. WILLIAM VAN PRAAGH, and in Italy (for the new pupils entering the institution at Como), by the late Abbé BALESTRA, the "apostle of the pure oral method." At the same time only two small schools employing the oral method were in operation in France; that of St. Hippolyte-du-Fort, where the oral method had been introduced from Lausanne, and that of the late Mr. AUGUSTE HOUDIN, in Paris.

In 1867, in view of the controversy then at its height in Massachusetts, EDWARD M. GALLAUDET, LL. D., president of the Columbia Institution, was sent to Europe by his board of directors to make a thorough examination of the schools for the deaf. Upon his return, President GALLAUDET published, in October, 1867, a carefully-prepared report upon his tour, with conclusions in marked contrast with those announced by the gentlemen sent abroad by the Hartford and New York institutions. President GALLAUDET expressed a preference for the silent or manual method "if the whole body of the deaf are to be restricted to one kind of instruction"; but he maintained "the practicability of teaching a large proportion of the deaf to speak and to read from the lips, and advocated the introduction of articulation in all the schools of this country."

To the directors of the Columbia Institution, President GALLAUDET made the specific recommendation "that instruction in artificial speech and lip-reading be entered upon at as early a day as possible; *that all pupils in our primary department be afforded opportunities of engaging in this, until it plainly appears that success is unlikely to crown their efforts;* that with those who evince facility in oral exercises, instruction should be continued during their entire residence in the institution." Further, it was urged that the term of study be lengthened and that pupils be admitted at an earlier age, and "that such additions be made to our staff of teachers as may be needed to secure thorough and effective instruction in this new line of effort."

Upon President GALLAUDET'S recommendation the board of directors of the Columbia Institution invited the principals of the American institutions to meet at Washington to consider this question and others. This meeting was the first conference of American principals. It is also reckoned as the sixth convention of instructors, because that had been set for 1861, and postponed indefinitely on account of the civil war.

FIRST CONFERENCE OF AMERICAN PRINCIPALS, WASHINGTON, MAY, 1868.

In the twenty-five years which elapsed between HORACE MANN'S tour and President GALLAUDET'S report, notwithstanding the recommendation of articulation teaching under guarded restrictions by the representatives of the old schools sent abroad, no fair trial of the oral method was made in any of the "sign" schools in the country. The successful establishment of the Clarke Institution, and of the oral school in New York city, together with President

GALLAUDET's report of 1867, compelled the authorities of the schools to give oral teaching serious consideration. Fourteen of the twenty-eight schools in existence in the United States in 1868 were represented at the conference of principals. The new oral schools were not represented, but the work of the young Clarke Institution had been carefully inspected by a few of the principals and received from them hearty commendation. The Conference took action, which was followed by the organization of articulation classes or oral departments in the larger schools at the opening of the ensuing school-year.

The action of the Conference was as follows:

Resolved, That the American system of deaf-mute education, as practiced and developed in the institutions of this country for the last fifty years, commends itself by the best of all tests, that of prolonged, careful, and successful experiment, as in a pre-eminent degree adapted to relieve the peculiar misfortune of deaf-mutes *as a class*, and restore them to the blessings of society.

Resolved, That in the opinion of this Conference, it is the duty of all institutions for the education of the deaf and dumb to provide adequate means for imparting instruction in articulation and in lip-reading to such of their pupils as may be able to engage with profit in exercises of this nature.

Resolved, That while in our judgment it is desirable to give semi-mutes and semi-deaf children every facility for retaining and improving any power of articulate speech which they may possess, it is not profitable, except in very rare cases, to attempt to teach congenital mutes articulation.

Resolved, That to attain success in this department of instruction, an added force of instructors will be necessary, and this Conference hereby recommends to boards of directors of institutions for the deaf and dumb that speedy measures be taken to provide the funds needed for the prosecution of the work.

The second, and fourth of these resolutions were offered together by President GALLAUDET; the first, and third, subsequently, on behalf of the more conservative members of the Conference, by Rev. COLLINS STONE; after prolonged discussion, the resolutions were adopted as here printed.

Dr. GILLETT and Dr. MILLIGAN voted against the first resolution; the remaining resolutions were adopted unanimously.

THE FIRST INTERNATIONAL CONGRESS, PARIS, 1878.

This Congress, upon the invitation of the French Government, was held at Paris, Sept. 23–30, 1878, under the presidency of the late Mr. LÉON VAÏSSE, at that time honorary director of the Paris Institution.

Owing to insufficient notice the attendance was small, only 54 members being enrolled. These represented Austria, Belgium, France, Italy, Sweden, Switzerland, and the United States. Mr. J. D. PHILBRICK, superintendent of the Boston public schools, the only American present, represented the Horace Mann school. The other countries were represented by distinguished educators of the deaf.

The Congress of Paris appointed an international committee and provided for the calling of the second International Congress. The following action, which may be regarded as the precursor of the Milan resolutions, was adopted by a vote which was almost unanimous:

The Congress, after mature deliberation, while retaining natural signs as an auxiliary of instruction, and especially as the earliest means of communication between the teacher and pupil, is of the opinion that the method of articulation accompanied by reading of speech upon the lips, having for its object the more complete restoration of the deaf-mute to society, should be decidedly preferred to all others—a preference which is justified, moreover, by the general usage of this method, more and more, throughout Europe, and even in America.

At the same time, the Congress expresses the opinion that the method recognized by it as generally applicable is not suitable for subjects where intellectual training has been sadly neglected or is completely wanting. It would apply to these, the method of instruction by signs common to all deaf-mutes which permits, in whatever degree may be possible, a rapid development of the faculties.

THE SECOND INTERNATIONAL CONGRESS, MILAN, 1880.

The second International Congress was called by a duly constituted committee, and the invitations were sent out, in season, along with an elaborate programme of topics for papers and discussions. The organized profession in the United States sent duly accredited delegates to the Congress, which was held in Milan in 1880.

In the organization of the Congress, no provision was made for any equitable system of voting according to number of schools, or of teachers, or of pupils represented.

There were present 164 active members: 87 from Italy, 56 from France, 8 from England, 5 from the United States, 3 from Germany, 1 from Belgium, and 1 from Switzerland.

The main feature of this Congress was the question of methods of instruction, and the floor was occupied not exclusively but largely by advocates of oral methods, some of whom had abandoned the use of the language of signs. After three days had been spent in discussion, and several more in witnessing highly successful examinations and exhibitions of pupils of the local schools and of some thirty young men and women, former pupils who had gone out into the world, the Congress, amid the greatest enthusiasm, adopted the resolutions given below by a vote of 160 to 4. The minority refused to accept the vote as fair, or as entitled to the weight of a deliverance from an international parliament, in view of the preponderating local attendance and local influence, the lack of equitable representation, the absence of full discussion, the general disregard of parliamentary practice as observed in English-speaking countries, and

for other stated reasons. No protest, however, appears to have been made at the Congress, or filed in its proceedings.

It may be said that if Germany and the United States had been fully represented and their votes, uninfluenced by the evidence presented at Milan, had been cast for the methods respectively prevalent in each country, the resolutions would, still, have been adopted by a large majority. It must be admitted that the vote fairly represented the practically unanimous sentiment of the Italian teachers as well satisfied with the change from the silent to the oral method which had been effected in Italy; and further, that the remarkable conversion of the teachers from France, at Milan, has been followed by the gradual abandonment of the silent method in the land of its birth. In America, alone, have the sign-schools neglected to put the recommendations of the Milan Congress, in their integrity, to the test of experiment with even a single class of first-year pupils.* This experiment will be undertaken,

* In this connection the experiment made in North Carolina is of peculiar interest, though its inception antedates the Milan Congress.

Mr. H. A. Gudger, principal of the North Carolina Institution from 1877 to 1883, in consequence of personal observation of oral schools at the North and of experiments made in his own school, came to the conclusion that the oral method was preferable for all deaf-mutes, and so reported to his board of directors some months before the Milan Congress assembled. The oral method was accordingly adopted for the new pupils entering the North Carolina Institution in 1880. It was considered impracticable, however, to keep the pupils in the oral class separated from those using the sign-language.

In 1884, Mr. W. J. Young, the successor of Mr. Gudger, reported: "articulation has been taught for four years with very encouraging success. * * * The more advanced class, ten in number, are now entering their fifth year, and most of them can read lips readily, and express their thoughts by spoken as well as written language. The class is divided into three grades. The pupils in the first grade have made rapid progress. They have oral recitations daily in history, geography, and arithmetic. Those in the second grade can read understandingly the language usually employed in second readers, and are taking their first lessons in geography. In arithmetic their progress is very encouraging. In the

it is understood, with all the new pupils entering the Pennsylvania Institution, in the fall of 1892.

The action of the Milan Congress was as follows :

I.

This Congress,

Considering the incontestable superiority of speech over signs (1) in restoring the deaf-mute to society and (2) in giving him a more perfect knowledge of language,

Declares,

That the oral method ought to be preferred to that of signs for the education and instruction of the deaf and dumb.

II.

This Congress,

Considering that the simultaneous use of speech and signs has the disadvantage of injuring speech, lip-reading, and precision of ideas,

Declares,

That the pure oral method ought to be preferred.

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VI.

The Congress,

Considering the results obtained by the numerous inquiries made concerning the deaf of every age and every condition long after they had quitted school, who when questioned upon various subjects, have answered correctly, with sufficient clearness of articulation, and read the lips of their questioners with the greatest facility,

Declares :

1. That deaf-mutes taught by the pure oral method do not forget after leaving school the knowledge which they have acquired there, but rather increase it by conversation and reading, which have been made easier for them.

2. That in their conversation with speaking persons they make use of speech exclusively.

3. That speech and lip-reading, so far from being lost, are developed by practice.

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third grade original language, spoken and written, is required from each pupil daily." The Board of Directors in the same report say of the oral method: "We shall give the method a full and hearty support, in order to more fully test its efficacy and value." The writer regrets that he has no later report of this school, but from his knowledge of the present authorities of the school he has no doubt that upon the separation of the deaf from the blind and the removal of the former to new quarters at Morgantown, facilities will be afforded for renewing the experiment under the most favorable conditions.

VIII.

The Congress,

Considering that the introduction of the pure oral method in institutions where it is not yet employed should be—to avoid the certainty of failure—prudent, gradual, and progressive,

Recommends:

1. That the new pupils should form a class by themselves, in which the instruction should be given by speech.

2. That these pupils should be entirely separated from others too far advanced to be instructed by speech, and whose education will be completed by signs.

3. That each year a new speaking-class be established until all the old pupils taught by signs have finished their education.

THE THIRD INTERNATIONAL CONGRESS, BRUSSELS, 1883.

This was the largest of the international Conventions, numbering some two hundred and fifty members, and was remarkable for the number of distinguished educators of the deaf present from all parts of the world. No full or official report of the proceedings has fallen into the writer's hands. The following statement is taken from the London *Times:*

The most remarkable feature of the Congress was that, after the lapse of three years, and in a more widely representative gathering, the decision of the Congress held at Milan in 1880 in favor of the pure oral system was accepted and acquiesced in as final, and thus practically confirmed with perfect unanimity.

FRENCH CONVENTION OF 1884.

This Convention was held in Paris, in September, 1884, and a synopsis of its proceedings was published by Mr. M. Dupont, of the National Institution at Paris, in 1885.

"The teachers present were unanimous in their support of the oral method of instruction."

FRENCH CONVENTION OF 1885.

This Convention was held August 4–6, 1885, in Paris, under the presidency of Mr. A. Franck, member of the In-

stitute. The instruction of *arriérés*, or backward children, was a topic discussed, upon which extremely important action was taken, to which the reader's attention is directed. The following is a summary of the action of the Convention upon the principal subjects presented for consideration:

The Convention, considering that the pure oral method, after having been admitted in principle at the Milan Congress, has been practiced in fact for four years in most of the French institutions, recommends, in order to insure and develop unity, (1) the preparation of programmes of instruction based upon the results obtained during the normal course of study, both with respect to the average of intelligent children and the average of those of mediocre capacity, or having a limited number of years to pass in school; (2) the preparation of elementary works developing, with precision and adaptation to the instruction of deaf-mutes, the subjects of these programmes; (3) visits of instructors from institution to institution during the school term; (4) the establishment of normal courses; * * * (9) the formation in existing schools of special classes for backward pupils (arriérés), for whose instruction no absolute method shall be imposed; (10) a diminution of the numbers of the large schools; (11) the separation of pupils taught by signs from the others; (12) rigorous application of the pure oral method; (13) strict watch of the pupils, (to prevent the use of signs,) and constant practice in such speech as they already possess.

SCANDINAVIAN CONVENTION OF 1885.

This convention, held in Christiana in July, 1885, included teachers from Sweden, Norway, Denmark, and Finland. "A resolution in favor of the oral method was adopted by a vote of 70 to 44."

ACTION OF THE THIRD CONVENTION OF ARTICULATION TEACHERS OF THE DEAF, NEW YORK, 1884.

The first and second Conventions of Articulation Teachers were held at Worcester, Mass., in 1874. The first was composed of teachers of Professor A. Melville Bell's system of Visible Speech. This Convention provided for the second, to which all teachers of speech, irrespective of method, were invited. These Conventions

were more of the nature of Teacher's Institutes than of deliberative assemblies.

The Third Convention was held June 25–28, 1884, under the presidency of Dr. ALEXANDER GRAHAM BELL, in the Institution for Improved Instruction of Deaf-Mutes, Lexington Avenue, between 67th and 68th streets, New York. More than 200 members were enrolled.

The following resolutions were offered by Professor GORDON:

Resolved, That the Convention of American Instructors of the Deaf and Dumb be requested to organize a section of the Convention for the promotion of articulation teaching.

Resolved, That this request be transmitted to the Executive Committee of the Convention.

Professor GORDON said:

I will say, by way of explanation, that the Convention of American Instructors of the Deaf and Dumb is the only body that embraces within itself all teachers of the deaf and dumb, and that it has had a number of national conventions at which we have considered all matters more or less appertaining to the education of the deaf, and that these resolutions are only in the line of what has actually been our course in the past, especially at the last meeting which was held in the Illinois Institution. During the meetings of the large convention held there, there were informal conferences held by the teachers of articulation who were present, who enjoyed the meetings very much and received great benefit from them. There were also informal conferences with reference to religious instruction and with reference to elementary language instruction and other matters. Now it is proposed to take formal action so that the proceedings, which will be important and of interest, may be recorded as a part of the proceedings of the Convention.

The resolutions were seconded by President GALLAUDET, who said:

I shall be very much pleased, as a member of this Convention, to sustain the resolutions which have just been offered, and to urge their adoption. They certainly commend themselves to my judgment as eminently wise, and the probable result of the action suggested by these resolutions is calculated to do great good to the cause of teaching speech to the deaf. If I may be allowed to say a word in my capacity as chairman of the national convention of American Instructors of the Deaf and Dumb, I can certainly say in that capacity that it will give me pleasure, if these resolutions are adopted by this convention, to receive them as

the recognized organ of the standing committee, to lay them before the committee at a meeting that will probably be held in a few weeks at Faribault in connection with a gathering there of heads of institutions in this country. I am sure that the convention of American Instructors of the Deaf and Dumb is an organization broad enough and catholic enough to receive all who are working in the interest of giving speech to the deaf. That has been the spirit of former conventions; that will be the spirit of future conventions, and I accept the offering of these resolutions as a most gratifying assurance of the continuance among American instructors of the deaf of that spirit of harmony of which it has been my pleasure to boast on the other side of the water, and to say to our brethren there that in this country we can entertain even wide differences of opinion as to methods, but we can shake hands over the grand system which exists, and which I am happy to say is recognized in the call which came from the Scott Circle in Washington bringing this convention together. I read in the first paragraph that called the convention the words, the "American system of educating the deaf," and I rejoice that that system to-day includes all methods that are believed to be of value to any class of the deaf; and so I trust that we may go forward in this work in the future harmoniously, each respecting the differences of opinion that exist and working forward for the good of all. I am sure, if I may add this word in seconding these resolutions, that the vast majority of the teachers of the deaf in this country are working on the principle that the fittest must survive: and, if it be proved in the future, as the result of articulation teaching to the deaf, that a far greater proportion of the deaf can be taught to speak well than has been supposed by some of those who have been laboring for the welfare of the deaf, they will be the ones most delighted to accept the proof that such results are possible. We shall go forward, I am sure, with our labors after this convention with renewed enthusiasm for that particular development among the deaf that this convention was called to urge and advance, and I say here most heartily, God speed the cause of giving speech to the deaf, and may He grant that the day shall come when the number who cannot be taught to speak shall be reduced to the smallest possible minimum.

The resolutions were then adopted.

THE CALIFORNIA CONVENTION.

The American Instructors of the Deaf assembled in convention at Berkeley, California, in July, 1886, and representing all methods of instruction, acted upon the following preamble and resolutions:

Whereas, the experience of many years in the instruction of the deaf has plainly shown that among the members of this class of persons great differences exist in mental and physical conditions, and in capacity for

improvement, making results easily possible in certain cases which are practically and sometimes actually unattainable in others, these differences suggesting widely different treatment with different individuals: it is, therefore,

Resolved, That the system of instruction existing at present in America commends itself to the world, for the reason that its tendency is to include all known methods and expedients which have been found to be of value in the education of the deaf, while it allows diversity and independence of action, and works at the same time harmoniously, aiming at the attainment of an object common to all.

Resolved, That earnest and persistent endeavors should be made in every school for the deaf to teach every pupil to speak and read from the lips, and that such efforts should be abandoned only when it is plainly evident that the measure of success attained does not justify the necessary amount of labor.

This paper was offered by President GALLAUDET, who said in conclusion:

Mr. President, when I arose I had in mind many more suggestions, especially one in the direction of a question asked by Dr. NOYES as to how it is to be determined who is to be taught speech in our schools. I am prepared to cover that point and one other by a preamble and a couple of resolutions. It is rather unusual for us to adopt resolutions in this convention. Thought and discussion here are free, and we have rarely attempted to bind any one by resolutions; and we do not attempt to bind closely the opinions of any one. I offer this preamble and resolutions in the interest of a sentiment: but it is a sentiment which I think it is worth while to cultivate and strengthen by all the efforts in our power in this country. For it is a matter of great delight to me, as years have gone by, and as convention after convention has been held, that we have been able to bring together in this body of American instructors of the deaf, men and women who have at times held opinions almost violently opposed to each other: those who have been sometimes urging methods and pressing measures that were antagonistic and almost hostile; and it is the glory of this organization that we have worked now for twenty years nearly, with a harmony of purpose and with a friendliness of spirit that challenges the admiration of the nations of the world. I believe that that very sentiment is worthy of cultivation: for I see in its prevalence alone, when that sentiment is held to and allowed finally to prevail, that the prophecy of my friend Dr. FAY [of Hartford] can be fulfilled. If we are antagonistic to each other—at swords' points—all of the time holding up the merits of rival methods, we reach little good. But here we bring forward our methods: they differ, and great independence of thought and opinion is allowed. We hear what our friends have to say, and they hear what we have to say; and we go home with the seeds which they have sown in our minds, which will bear fruit in the future. And so we go forward in the work which I feel to be a grand and noble work with a grand and noble spirit. And so I have ventured to formulate an expression of opinion which I

think this convention certainly, if I have any appreciation of the sentiment of its members, even those who differ as to method, will be able to unanimously subscribe to. I think it will be a sort of covenant, if they do subscribe to it, each to the other, of mutual respect to those who have their different opinions, and to the desire to give and receive at all points where it is possible.

I trust that these resolutions may be adopted by the convention without dissent. I should be glad to have them discussed, and any suggestions made with reference to them that may seem proper to the members of the convention. I offer this preamble and these resolutions for consideration at the present time.

Amendments were offered as follows:

Mr. ELMENDORF, of the New York Institution for Improved Instruction of Deaf-Mutes. I expected to be able to second these resolutions most heartily: and I can second the second resolution most heartily, with the proviso that these children who are given to articulation teachers for trial should be given to articulation teachers who are trained for the work, and not to novices, before saying it is a failure.

Dr. GALLAUDET. I accept the proviso.

Mr. ELMENDORF. Because in my short experience as a teacher I have not only known such things to be done, but I feel it my duty as an advocate of the articulation method exclusively to put that proviso in. With that proviso I heartily second the motion.

Mr. GILLESPIE, of Nebraska. I am in favor of the resolutions, and will offer an amendment to the second resolution: that a general test be made, and that those who are found to have sufficient hearing to distinguish sounds shall be taught aurally.

Dr. GALLAUDET. I will also accept that.

The resolutions, as amended, were adopted by a unanimous vote.

THE ROYAL COMMISSION OF THE UNITED KINGDOM, LONDON, 1886–'88.

The composition of this Commission and a brief account of its labors with reference to the deaf appear in the preceding pages. At a cost of $230,000, all questions of public interest relating to the blind, the deaf, etc., were investigated with great thoroughness, and the evidence, along with the conclusions of the Commission, was presented to Parliament in a work of 1,574 large octavo pages. In regard to the method of instructing

the deaf, the Commission adopted the following recommendation :

That every child who is deaf should have full opportunity of being educated on the pure oral system. In all schools which receive Government grants, whether conducted on the oral, sign and manual, or combined systems, all children should be, for the first year at least, instructed on the oral system, and after the first year they should be taught to speak and lip-read on the pure oral system, unless they are physically or mentally disqualified, in which case, with the consent of the parents, they should be either removed from the oral department of the school or taught elsewhere on the sign and manual system.

THE NEW YORK CONVENTION OF 1890.

The Twelfth Convention of American Instructors of the Deaf assembled in New York, in 1890.

At this convention the action of the Third Convention of Articulation Teachers was brought before the Convention by Dr. BELL, who said,—

If I am in order, I would like to direct the attention of the Convention to a resolution that was passed by the Third Convention of Articulation Teachers, which met in this city in 1884.

The resolution reads as follows :

Resolved, That the Convention of American Instructors of the Deaf and Dumb be requested to organize a section of the Convention for the promotion of articulation teaching.

Resolved, That this request be transmitted to the Executive Committee of the Convention.

This resolution was proposed by Professor GORDON, seconded by President GALLAUDET, and was carried unanimously.

Two years later, the Convention of American Instructors met in California. I was not present upon that occasion, and do not know, therefore, what consideration the resolution received. So far as the printed proceedings show, the resolution was not brought formally to the attention of the Convention at all. Under these circumstances, I feel that some responsibility rests upon me as President of the Convention that passed the resolution, to bring the matter to your attention now.

The resolution suggests a change in the organization of this body by the formation of sections for the consideration of special subjects, and the Articulation Convention has asked, unanimously, for a section of articulation, to be devoted exclusively to the promotion of articulation teaching.

Nearly all large bodies, dealing with large subjects, have found it advisable to consider, in general session, only those subjects that are of

general interest, and to reserve for special sections those topics that are chiefly an interest to specialists. * * * ·

The interests of articulation teaching demand the discussion by specialists, of points relating to articulation work that are of little interest to those not specially engaged in the work. To meet this want, the articulation teachers of America have held three separate Conventions of their own. The last Convention in 1884 was attended by more than two hundred delegates. A committee, of which I am Chairman, was appointed to call another Convention whenever it seemed desirable, but the resolution which I have just read expressed the sense of the meeting that it would be better to organize an articulation section of the General Convention under its own officers rather than hold separate conventions.

I trust, therefore, that the Business Committee of this Convention may give the matter attention.

The subject was discussed as follows :

Dr. Williams, of Hartford. Now that this subject has come up, I desire to say that I am opposed to dividing the Convention. It seems to me that every teacher, who is interested in the subject of deaf-mute education, ought to take a broader view of his profession than to take articulation, by itself, or signs by themselves. I am opposed to taking any particular subject for side consideration. I hope that every teacher here is broad enough to take an interest in every branch of deaf-mute instruction, and I, for one, want to hear all that I can. I want to hear all that is said in the department of signs and in any other branch of instruction, whether it is sign-language itself, or the sign-language combined with articulation. I hope we shall not allow any division on these subjects, but that we shall all take an interest in every department, giving our attention to it, and encouraging those who are engaged in any department by our presence and attention, showing that we have an interest in all these different subjects.

Rev. Dr. Gallaudet, of New York. As a sort of a compromise between these two views, I would suggest that between the sessions of the Convention there might be a reasonable time in which persons could consult on these methods—these various methods of instruction. Then they could come into the Convention and give us the benefit of their consultation.

Dr. E. A. Fay, of Washington. I concur with the views of Dr. Bell. I believe that it would be a good thing to devote one section of this Convention to the subject of articulation, or to divide the normal work into schools, one of which should be devoted to articulation, as was done at the California Convention. I hope some such arrangement will be reported by the Business Committee to this Convention.

Dr. Williams. It does not make any difference what we call it, a section or division, so long as the section includes the whole Convention. All I desire is that I shall have the benefit of any discussion there may be on the subject of articulation as well as on every other subject. I do not think it would be well to have one section considering articulation, while another section was considering some other subject. I hope we shall all have a chance to hear what is being said in each department.

Dr. J. L. Noyes, of Minnesota. I would like to call upon Dr. Fay, of Hartford, who has charge of the Normal Department, and ask him if he has any special time or space devoted to the subject of articulation. I think he may be able to throw some light upon this matter.

Dr. G. O. Fay, of Hartford. I would say that, in making arrangements for this Convention, care was taken to arrange for the presentation of papers and a fair treatment of the subject of articulation as well as the other branches of deaf-mute education. Mr. Greenberger, of this city, has consented to take the lead in this department of education, and we will have an opportunity of acquainting ourselves fully with this branch.

President E. M. Gallaudet. If my memory serves me right, the resolution referred to by Dr. Bell was adopted at the Convention of 1884. I cannot remember at this moment, and I have not referred to the proceedings of the California Convention, but I think it must have been reported to that convention. I am quite certain that the recommendation embraced in that resolution was taken into account in the arrangements which were made for the Normal School Department. I am certain that at the California Convention time was taken for the discussion of questions and the presentation of papers upon this subject, in which the whole Convention took a very lively interest. My own feeling is like that of Dr. Williams, of Hartford,—that we should take an interest in all the questions of deaf-mute education. If any important feature is to be discussed here, such discussion should be had at times and in such shape that all who are interested can have the benefit of all that is said. * * * We want all we can get here, and we can hardly divide ourselves into sections and be interested in matters going on in different places at the same time. I really think there will be no difficulty in carrying out the recommendation of the Convention. Dr. Fay, of Hartford, in arranging the Normal School Department, has made a most suitable selection in having so eminent a teacher as Mr. Greenberger to conduct the exercises of the oral section. We shall certainly carry out the spirit of that resolution, and I hope that Dr. Bell will feel satisfied with this arrangement.

Dr. Bell. You will understand that I have not risen to ask the Convention to adopt this resolution. I simply stated that it was a resolution, emanating from Professor Gordon, seconded by Dr. Gallaudet and unanimously passed by the Convention. I was simply anxious that it should be brought before this Convention and considered.

Dr. E. A. Fay. I move that that resolution be referred to the Committee on Order of Business.

This motion was adopted, and subsequently Mr. Ely, Chairman of the Committee on Business, reported the following preamble and resolution, which were adopted by the Convention :

Whereas, at the last Convention of Articulation Teachers of the Deaf, a resolution was adopted looking to the formation of a section of the

[Convention of] American Instructors of the Deaf, "for the promotion of Articulation Teaching:" therefore, be it

Resolved, That the oral teachers of this Convention be invited to form a section for the purpose indicated, to be organized under its own officers, the hours of meeting to be determined by the appropriate committee of the Convention, and to be so ordered as to harmonize with the general meetings and with the Normal section.

The section was subsequently organized, and an executive committee was appointed with the formal approval of the Convention.

AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF.

At the same session that the action recorded above was taken, the Convention received with great favor the announcement of the organization of the *American Association to Promote the Teaching of Speech to the Deaf.* The purpose of this society was set forth by Mr. Z. F. WESTERVELT, as follows: "It is not a pure oral society: its purpose is to include every one who desires to promote the teaching of speech to the deaf, and it hopes, on this ground, ultimately to take into its number all teachers of the deaf and all persons who can be interested in deaf-mute education."

This society was incorporated September 16, 1890, under the laws of the State of New York, with Dr. ALEXANDER GRAHAM BELL, of Washington, President, and Mr. Z. F. WESTERVELT, of Rochester, N. Y., Secretary. It is in a flourishing condition, deriving its income from an endowment of $25,000 presented by Dr. BELL, and from the annual dues of a large and rapidly increasing membership. It held its first summer meeting in 1891, at Lake George, N. Y. The programme occupied ten days, and the meeting was successful in every respect. The Report of the Proceedings forms an extremely valuable illustrated vol-

ume of 437 pages. The second summer meeting has been appointed for a session of ten days at the same place early in July, 1892. The third meeting will be held at Chicago in 1893, probably in connection with the World's Auxiliary of the World's Columbian Exposition. The publications of this society, which include not only technical and professional contributions of extreme value to teachers of the deaf but also much that cannot fail to interest general readers, can be obtained through correspondence with the Secretary.

J. C. G.

RADICAL CHANGES IN METHODS IN FRANCE.

The change of base by French delegates at Milan was not nearly so extraordinary as has been commonly supposed. It has been tacitly assumed that the "French" and the "American" methods in approved use, until 1880, were identical, but it will be seen that two radical revolutions in methods had occurred in France before the Milan Congress, and that the leading French teachers had been engaged for years in building a bridge upon which it was an easy matter to pass from the silent to the oral method of instruction.

It will be remembered that the Abbé De l'Épée invented, and the Abbé Sicard perfected, an artificial system of manual signs as a device for language-teaching. These "methodical" signs, which were never used colloquially, were for words rather than ideas, and were complicated by the addition of manual symbols to indicate the facts and relations of grammatical analysis. By memorizing these "methodical" signs and a written vocabulary, it was possible for a pupil to render an almost verbatim translation into written language of passages dictated in these signs. It is obvious that this could be done as a feat of memory, without understanding at all, in either form, the matter thus translated. Another objectionable feature of the method was the ease with which it lent itself to charlatanry in public exhibitions. The weakness of this method was soon discovered by acute minds, but it secured so strong a hold through the reputation of its founders, in France, and the authority of Mr. Clerc, in the United States, that it lingered in its strongholds long after its general abandonment. A practical aquaintance with this De l'Épée-Sicard system has so completly van-

ished that it is probable that no living teacher can now recite the Lord's prayer in "methodical" signs.

SAINT-SERNIN, of Bordeaux, the real teacher of SICARD'S famous pupil, MASSIEU, who in turn was LAURENT CLERC'S early teacher, did not escape entirely from the bondage of "methodical" signs; but he simplified them and subordinated their use to that of the natural signs of the deaf. He used this natural language of signs to develop the understanding, and taught his pupils to translate directly from these signs into written language. Sentence-forms were fixed in the memory of his pupils by mnemonic numbers associated with the various parts of model sentences.

SICARD died in 1822, and was succeeded by the brilliant BÉBIAN, who speedily emancipated himself from the method of DE L'ÉPÉE and SICARD and made natural signs (the prominent feature of SAINT-SERNIN'S method) the sole basis of instruction. By this method, deaf pupils became masters of the sign-language developed from pantomine, and they were taught to translate from the language of gesture into written language. This complete revolution in methods was supported by the authority of the state and it was gradually accepted by the great majority of the schools in France. It was introduced into the United States, at the New York Institution, in 1830 by Mr. LÉON VAÏSSE,* an associate of the great educational reformer,

* The teachers at New York endeavored to the best of their ability to walk in the footsteps of SICARD. * * * The year 1830 was, however, the era of a radical reformation. It was during this year that Mr. VAÏSSE from the Institution at Paris, entered upon his duties at New York: and that Mr. PEET, the principal, previously for nine years an instructor in the American Asylum, concluded to accept the situation which he has since continued to fill.

The system of methodical signs, early, as we have seen, in use at New York [and at Hartford and Philadelphia], was, after the arrival of Mr. VAÏSSE, gradually abandoned.

—F. A. P. BARNARD, LL. D., *in N. A. Review*, 1834.

VALADE-GABEL, and afterward the distinguished head of the Paris school. Mr. VAÏSSE in four years' service did not succeed in eradicating the system of "methodical" signs taught by Mr. CLERC at Hartford and Philadelphia, and brought from Hartford by HARVEY PRINDLE PEET, a man of iron will, but he implanted the method of BÉBIAN and SAINT-SERNIN, which after many years became the prevalent method in America. This method is the basis of instruction to-day in the majority of the "sign"-schools in the United States.

A second revolution in methods, in France, was accomplished by the eminent J. J. VALADE-GABEL. This able disciple of PESTALOZZI taught in the Paris school from 1826 to 1838, was principal of the National Institution at Bordeaux from 1838 to 1850, and afterward its honorary director, and government inspector of schools not supported by the state. This indefatigable reformer introduced into the Bordeaux Institution the intuitive method of teaching language in its written form in 1839. He pressed this method upon the attention of the profession in annual courses of normal lectures from 1839 to 1850; and in 1857 his "method of teaching deaf-mutes the French language without the intervention of the language of signs" was given to the world.

This great work was received with favor by the heads of schools in France; later, it was "crowned" by the French Academy, and in 1875 this method received the official approval of the Minister of the Interior.

In VALADE-GABEL'S method, ideas were associated directly with written words, or finger-spelled words, in the presence of objects, actions, occasions, emotions, and qualities, without the intervention of the language of signs. This language was retained, however, in the

schools as a useful, though non-essential, means of communication, and as an accomplishment.

This method, which was a scientific adaptation of the mother's method of teaching language, substituted the eye for the ear, and writing for speech, and dispensed with the sign-language as an adjunct to language-teaching. This method was adopted outright, or, associated with the older methods, was given the preference in the majority of the schools in France for many years before the Milan Congress. To this intuitive method of teaching written language, instruction in speech, as introduced at Bordeaux in 1839, had been added in many schools, and this mixed method of instruction, without recourse to the language of signs in language-teaching, was familiar to French teachers, especially so to the Brotherhood of St.-Gabriel, who were strongly disposed to make speech, rather than written language, the basis of their method of instruction. The generation of French teachers represented at Milan was comparatively unfamiliar with the language of signs as used by BÉBIAN and relied upon in America. Though used colloquially by pupils, and in moral and religious instruction by the teachers, the sign-language, left largely to inferior and uncultivated minds, had decayed in France, and the good brothers of St.-Gabriel and their associates at Milan, standing upon the bridge of VALADE-GABEL'S intuitive method, consented, not entirely without misgivings, to throw aside the staff upon which they had been wont to lean, and thereupon passed over from the silent to the oral method.

PARTIAL STATISTICS OF EMPLOYMENTS OF EDUCATED DEAF PERSONS IN THE UNITED STATES WITH CENSUS RETURNS FROM ITALY AND PRUSSIA.

The employments of the deaf, as returned by the United States census of 1880, were not tabulated. The returns of the census of 1890 are not available at the present time. The statements herein made are gathered together as illustrations and are culled from various sources. No statements are furnished from the United States, with two exceptions, as to the number or proportion of the deaf-born among the cases here reported, nor as to the number of years of training enjoyed.

NEW YORK INSTITUTION FOR IMPROVED INSTRUCTION.

Mr. S. G. Davidson reports statistics regarding a society in New York city composed of graduates of the oral school in that city.

There are 45 members. Their time in school ranges from 3 to 13 years. The average would be about 7 or 8 years. The proceedings of the society are conducted through signs.

Of these 45, 11 were born deaf, 7 lost their hearing at 1 year or under, 14 under 2 years, making 32 who were as good as born deaf.

Their occupations are :

Shirt cutter	1
Silk weaver	1
Dealer in fancy paper	1
Piano-makers	3
Undertaker	1
Contractor's clerk	1
Butcher	1

Engraver	1
Mercantile photographer	1
Insurance clerk	1
Silver-chaser	1
Moulders	2
Clerks	2
Carpenter	1
Fur importer and dealer	1
Cabinet-makers	2
Electrical instrument maker	1
Commission-house clerk	1
Lithographers	3
Bookbinder	1
Piano-polisher	1
Assistant superintendent of oral school	1
Student	1
Enameller of jewelry	1
Artist	1
Lithograph press-feeder	1
Engraver on wood	1
Book-packer	1
Electrotyper	1
Starter on horse-car line	1
Cloth sponger	1
Compositor	1

While two are men of leisure.

THE CLARKE INSTITUTION.

The Clarke Institution at Northampton, Massachusetts, Miss C. A. Yale, principal, reports the statistics of 167 former pupils as follows:

Occupation unknown	14
Working in shops and factories	18
Farmers	3
Housekeepers	4
Machinist	1
Laundryman	1
Gunsmith	1
Plumber	1
Book-keepers	3
Engraver on wood	1
Engraver on steel	1
Foreman in printing office	1
Chemist	1
Proprietors of local newspapers	2
Carriage builder	1

Teachers	3
Writers (authors)	2
Inventor	1
Carpenters	3
Now studying in hearing schools	6
At service	3
Transferred to other schools or under private instruction	41
Young women married	8
Insane	1
Discharged as feeble-minded	5
Died	9
Total	167

THE PENNSYLVANIA INSTITUTION.

In 1884 the Pennsylvania Institution, Mr. A. L. E. CROUTER, principal, made an exhaustive inquiry into the status of recent pupils, and out of 364 reporting, there were engaged in—

Shoe-making	35
Lithography	1
Tailoring	18
Farming	47
Printing	9
Cigar-making	16
Dress-making	36
Housework	72
Weaving	10
Day laborers	35
Various occupations	65
None	16

Included in the "various occupations" were—

Clergyman	1
Artists	2
Teachers	2
Postal clerk	1
Skilled mechanics in car-shop	3
Skilled iron machinists	4

The above statistics relate to 364, out of 497 pupils of the Pennsylvania Institution, who went out from school in the ten years prior to 1884, and who were made the subject of a special report by Mr. CROUTER. Diligent in-

quiry failed to elicit any information concerning 133 of the 497. The facts herein contained are condensed from Mr. CROUTER's report. Of the 364 heard from, 132 were born deaf, and 232 lost their hearing at various ages; not less than 105 were 3 years old or older, and must have acquired more or less speech before the loss of hearing.

The average period of instruction was 5½ years; 63 were at school four years or under; 65, five years; 176, six years, and 60 for more than six years.

254 were taught some form of employment at school; 230 were reported as self-supporting; 69 as partially self-supporting, and 65 as dependent.

The reputation of 270 was reported as follows: 111, very high; 146, good, and 13 poor or worthless.

In the use of language, "in many cases there has been much retrogression; not more than 70 per cent. can fairly be considered able to express themselves intelligently, either orally or by writing, in their intercourse with those around them, while 30 per cent. are compelled to resort to their natural language [signs]." In the use of language, 115 are rated as very good; 139 as fair, and 110 poor.

In penmanship, 96, or 26 per cent., wrote a good, legible hand; 123, or 36 per cent., wrote fairly, and 136, or 38 per cent., wrote very poorly.

Of 76 pupils taught articulation and speech-reading, 46 continue to practice it daily, and with much facility; 18 practice it to a less extent; while 9 failed wholly in their attempts to hold intercourse in this way. Mr. CROUTER's inquiry and report made in 1884, led to important changes and improvements in the education of the pupils in the Pennsylvania Institution.

THE AMERICAN ASYLUM.

Dr. Job Williams, principal of the American Asylum at Hartford, Connecticut, the oldest deaf-mute school in America, gives the result of a recent inquiry as follows:

Occupations of Men.

Artist	1
Bakers	3
Basket-maker	1
Belt-maker	1
Blacksmith	1
Boatman	1
Boat-builder	1
Book agent	1
Bookbinders	2
Brakeman	1
Brass-moulder	1
Brass-worker	1
Bricklayer	1
Burnishers	5
Chair-makers	2
Cigar-maker	1
Clerk in drug store	1
Clerk in post-office	1
Clerk in Treasury Department	1
Clergymen, ordained	3
Cooper	1
Clock-makers	6
Clock-case maker	1
Copyist	1
Cutters in shoe-shop	2
Cabinet-makers	12
Capitalist	1
Car-maker	1
Carpenters	17
Carriage-makers	2
Carriage-painter	1
Cartridge-makers	2
Casket-maker	1
Casket-trimmer	1
Draughtsman	1
Dyer	1
Editors	3
Farmers	70
Firemen	1
Fishermen	3
Foreman in warehouse	1

Foundryman	1
Furniture-makers	3
Furniture-polisher	1
Glass-cutter	1
Glue-maker	1
Hatters	2
Hostler	1
Ice-dealer	1
Janitor	1
Jeweller	1
Joiners	3
Laborers	7
Lamp-trimmer	1
Last-maker	1
Lock-makers	3
Masons	2
Machinists	4
Mechanics	20
Merchant	1
Mill operatives	21
Millwright	1
Monument sculptor	1
Nail-makers	3
Organ-case maker	1
Oysterman	1
Pail-maker	1
Painters	8
Paper-ruler (by machine)	1
Patent lawyer	1
Pattern-maker	1
Peddlers	2
Picture-frame maker	1
Piano-case makers	3
Plow-maker	1
Pocket-book maker	1
Printers	5
Quarryman	1
Rubber-stamp maker	1
Rule-maker	1
Sash and blind makers	5
Saw-mill tenders	2
Shoe-dealer	1
Shoemakers	20
Shoe-factory operatives	27
Shuttle-maker	1
Spool-turner	1
Stair-builder	1
Stone-cutters	2
Silver metal scourer	1
Tanner	1

Teachers	15
Tin-smiths	2
Tool-maker	1
Toy-maker	1
Upholsterers	2
Varnisher	1
Wagon-maker	1
Watchmaker	1
Wire-drawers	4
Wood-carvers	6
Wool-sorters	2

OCCUPATIONS OF WOMEN.

Book-stitcher	1
Cartridge-makers	2
Corset-maker	1
Dressmaker	1
Hair-braiders	2
Matron in a school for deaf-mutes	1
Matrons (assistant) in a school for deaf-mutes	2
Mill operatives	27
Seamstresses	5
Shoe-factory operatives	3
Supervisor of girls in school for deaf-mutes	1
Tailoresses	2
Teachers	6

"A large number of the women are married and have homes of their own. Many others live with their parents, and are useful and efficient members of the household. Of these two classes I have made no note in the above list of occupations.

THE ILLINOIS INSTITUTION.

Dr. P. G. GILLETT, superintendent of the Illinois Institution, reports in 1882, after careful inquiry, 968 living graduates of that school, and characterizes them as honest, industrious men and women, enjoying the confidence and respect of their neighbors, performing the duties of intelgent citizens, and bearing their social responsibilities as well as the average of hearing and speaking people. "None of the former pupils are in prisons, jails, or almshouses."

KANSAS INSTITUTION.

Mr. S. T. Walker, superintendent of the Kansas Institution, says:

From an incomplete survey of our own [former] pupils, I find them engaged as follows:

Farmers, or working at farming	72
Shoemaking	31
Carpenters and cabinet-makers	30
Printers	21
Laborers	17
Artists	5
Stock-raisers	2
Bakers	2
Draughtsman	1
Milliner	1
Dressmaker	1
Barber	1
Shipping clerk	1
Clerk	1
Housemaids	3
Teachers	2
Stone mason	1
Dairyman	1
Government clerk	1
Editor of a Kansas newspaper	1
Tailor	1
Coal miner	1
Miller's assistant	1

THE NATIONAL COLLEGE FOR THE DEAF.

Professor A. G. Draper reports the occupations of the graduates of the National College for the Deaf as follows:

Unascertained at this writing (of whom one died soon after graduating)	4
Foreman of a daily newspaper	1
First assistant postmaster of a city, and editorial writer	1
Clerk to a recorder of deeds	1
Official botanist of a State	1
Deputy recorder of deeds in a leading city	1
Teachers [of the deaf]	34
Teacher, and principal of a leading institution [for the deaf]	1
Teachers, and founders of schools [for the deaf]	5
Teacher, founder of a school, and principal of an institution [for the deaf]	1

Teacher, principal of a leading institution, authority in microscopy, merchant in iron and steel	1
Teachers, and editors of papers for the deaf	4
Professors in the college [for the deaf]	2
United States examiner of patents, and attorney in patent law	1
Clerks in United States departments, and teachers	4
Clerk to the Librarian of Congress, and teacher	1
Clerks in the United States departments, custom-houses, and post-offices	8
Editors and publishers of county newspapers, and general printers	2
Bank clerk	1
Farmers and teachers	2
Ranchman	1
Teacher, and fruit-grower	1
Insurance clerks	1
Expert in the finishing of lenses	1
Publisher of a paper for the Methodist Publication Society	1
Teachers and missionaries among the deaf	3
Architect's draughtsman	1
Architect	1
Practical chemists	2
Partner in wholesale milling and flouring business	1
Total	89

TABULAR STATEMENT OF AMERICAN SCHOOLS FOR THE DEAF, 1891.—By E. A. FAY, Ph. D.

A.—Public Schools in the United States.

	Name.	Location.	Date of opening.	Chief Executive Officer.
1	American Asylum for the Education and Instruction of the Deaf and Dumb	Hartford, Conn	1817	Job Williams, L. H. D., Principal.
2	New York Institution for the Instruction of the Deaf and Dumb	Washington Heights, New York, N. Y.	1818	Isaac Lewis Peet, LL. D., Principal; Chauncey N. Brainerd, Superintend't.
3	Pennsylvania Institution for the Deaf and Dumb	Philadelphia, (a) Pa	1820	A. L. E. Crouter, M. A., Principal.
4	Kentucky Institute for Deaf-Mutes	Danville, Ky	1823	W. K. Argo, M. A., Superintendent.
5	Ohio Institution for the Education of the Deaf and Dumb	Columbus, Ohio	1829	James W. Knott, M. S., do.
6	Virginia Institution for the Education of the Deaf and Dumb and of the Blind	Staunton, Va	1839	Thomas S. Doyle, Principal.
7	Indiana Institution for the Education of the Deaf and Dumb	Indianapolis, Ind	1844	Richard O. Johnson, Superintendent.
8	Tennessee Deaf and Dumb School	Knoxville, Tenn	1845	Thomas L. Moses, Principal.
9	North Carolina Institution for the Deaf and Dumb and the Blind	Raleigh, N. C	1845	W. J. Young, M. A., do.
10	Illinois Institution for the Education of the Deaf and Dumb	Jacksonville, Ill	1846	Philip G. Gillett, M. A., LL. D., Supt.
11	Georgia Institution for the Education of the Deaf and Dumb	Cave Spring, Ga	1846	W. O. Connor, Principal.
12	South Carolina Inst'n for the Education of the Deaf and Dumb and the Blind	Cedar Spring, S. C	1849	Newton F. Walker, Superintendent.
13	Missouri School for the Deaf and Dumb	Fulton, Mo	1851	Jas. N. Tate, M. A., do.
14	Louisiana School for the Deaf	Baton Rouge, La	1852	John Jastremski, M. D., do.
15	Wisconsin School for the Deaf	Delavan, Wis	1852	John W. Swiler, M. A., do.
16	Michigan School for the Deaf	Flint, Mich	1854	M. T. Gass, M. A., do.
17	Mississippi Institution for the Education of the Deaf and Dumb	Jackson, Miss	1854	J. R. Dobyns, M. A., do.
18	Iowa Institution for the Education of the Deaf and Dumb	Council Bluffs, Iowa	1856	Henry W. Rothert, Superintendent; G. L. Wyckoff, Principal.
19	Texas Deaf and Dumb Asylum	Austin, Texas	1857	W. A. Kendall, Superintendent.
20	Columbia Institution for the Deaf and Dumb	Kendall Green, near Washington, D. C.	1857	E. M. Gallaudet, Ph. D., LL. D., Pres't.
	A. Kendall School for the Deaf	do	1857	James Denison, M. A., Principal.
	B. National Deaf-Mute College	do	1864	E. M. Gallaudet, Ph. D., LL. D., Pres't.
21	Alabama Institute for the Deaf	Talladega, Ala	1860	Joseph H. Johnson, M. D., Principal.
22	California Institution for the Education of the Deaf and Dumb and the Blind	Berkeley, Cal	1860	Warring Wilkinson, L. H. D., do.
23	Kansas Institution for the Education of the Deaf and Dumb	Olathe, Kansas	1861	S. T. Walker, M. A., Superintendent.
24	Le Couteulx St. Mary's Inst'n for the Improved Instruction of Deaf-Mutes	Buffalo, (b) N. Y	1861	Sister Mary Anne Burke, Principal.
25	Minnesota School for the Deaf	Faribault, Minn	1863	Jonathan L. Noyes, L. H. D., Sup't.
26	Institution for the Improved Instruction of Deaf-Mutes	New York, (c) N. Y	1867	D. Greenberger, Principal.
27	Clarke Institution for Deaf-Mutes	Northampton, Mass	1867	Miss Caroline A. Yale, Principal.

28	Arkansas Deaf-Mute Institute	Little Rock, Ark.	1867	Francis D. Clarke, M. A., Principal.
29	Maryland School for the Deaf	Frederick, Md.	1868	Chas. W. Ely, M. A., Principal.
30	Nebraska Institute for the Deaf and Dumb	Omaha, Neb.	1869	John A. Gillespie, M. A., Principal.
31	Horace Mann School for the Deaf	Boston, (*d*) Mass.	1869	Miss Sarah Fuller, do.
32	St. Joseph's Institute for the Improved Instruction of Deaf-Mutes	Fordham, N. Y., (*e*)	1869	Madam Ernestine Nardin, President.
33	West Virginia School for the Deaf and the Blind	Romney, W. Va.	1870	C. H. Hill, Principal.
34	Oregon School for Deaf-Mutes	Salem, Oregon	1870	Rev. P. S. Knight, Ph. D., Sup't.
35	Maryland School for Colored Blind and Deaf	Baltimore, (*f*) Md	1872	F. D. Morrison, M. A., do.
36	Colorado School for the Deaf and the Blind	Colorado Springs, Colo	1874	John E. Ray, M. A., do.
37	Chicago Deaf-Mute Day-Schools	Chicago, Ill., (*g*)	1875	P. A. Emery, M. A., Principal.
38	Central New York Institution for Deaf-Mutes	Rome, N. Y.	1875	Edward B. Nelson, B. A., Principal.
39	Cincinnati Public School for the Deaf	Cincinnati, (*h*) Ohio	1875	Miss Caroline Fesenbeck, Principal.
40	Western Pennsylvania Institution for the Instruction of the Deaf and Dumb	Edgewood Park, Pa.	1876	William N. Burt, M. A., Principal.
41	Western New York Institution for Deaf-Mutes	Rochester, N. Y.	1876	Z. F. Westervelt, Sup't and Principal.
42	Portland School for the Deaf	Portland, Me. (*m*)	1876	Miss Ellen L. Barton, Principal.
43	Rhode Island School for the Deaf	Providence, (*i*) R. I.	1877	Miss Laura DeL. Richards, Principal.
44	St. Louis Day-School for the Deaf	St. Louis, (*k*) Mo.	1878	Jas. H. Cloud, M. A., do.
45	New England Industrial School for Deaf-Mutes	Beverly, Mass.	1879	Miss Nellie H. Swett, do.
46	Dakota School for Deaf-Mutes	Sioux Falls, South Dak.	1880	James Simpson, Superintendent.
47	Milwaukee Day-School for the Deaf	Milwaukee, (*l*) Wis.	1883	Paul Binner, Principal.
48	Pennsylvania Oral School for the Deaf	Scranton, Pa.	1883	Miss Mary B. C. Brown, Principal.
49	New Jersey School for the Deaf	Trenton, N. J.	1883	Weston Jenkins, M. A., Superintendent.
50	Utah School for the Deaf	Salt Lake City, Utah	1884	Frank W. Metcalf, Principal.
51	Northern New York Institution for Deaf-Mutes	Malone, N. Y.	1884	Henry C. Rider, Superintendent.
52	The Florida Blind and Deaf-Mute Institute	St. Augustine, Fla.	1885	Wm. A. Caldwell, M. A., Principal.
53	New Mexico School for the Deaf and Dumb	Santa Fé, N. M.	1885	Lars M. Larson, B. A., Superintendent.
54	Washington School for Defective Youth	Vanconver, Wash.	1886	James Watson, Director.
55	Evansville Public School for the Deaf	Evansville, Ind.	1886	Chas. Kerney, B. A., Principal.
56	Cincinnati Oral School for the Deaf	Cincinnati, Ohio, (*n*)	1886	Miss V. A. Osborne, Principal.
57	La Crosse Oral School for the Deaf	La Crosse, Wis.	1886	Miss Viola Taylor, Principal.
58	Deaf, Dumb, and Blind Institution for Colored Youths	Austin, Tex.	1887	W. H. Holland, Superintendent.
59	School for the Deaf of North Dakota	Devil's Lake, No. Dak.	1890	A. R. Spear, Principal.
60	Toledo Deaf-Mute School	Toledo, Ohio (*o*)	1890	Alfred F. Wood, Principal.
61	Wausau Day-School for the Deaf	Wausau, Wis.	1890	Miss Edith E. Brown, Principal.
62	Public Schools, including the National College.			
15	Denominational and Private Schools. (*p*)			
77	Schools in the United States.			

(*a*) Broad and Pine, and (Oral Branch) Eleventh and Clinton streets. (*b*) No. 125 Edward street. (*c*) Lexington Ave., bet. 67th and 68th streets. (*d*) No. 178 Newbury street. (*e*) This Institution has three branches; one situated at Fordham, another at Brooklyn (113 Buffalo ave.), and another at Throgg's Neck, Westchester co., N. Y. (*f*) No. 649 W. Saratoga street. (*g*) There are five schools in different parts of the city. Mr. Emery's address is 43 So. May street. (*h*) Ninth street, bet. Walnut and Main. (*i*) Cor. Fountain and Beverly streets. (*k*) Cor. 9th and Wash streets. (*l*) Corner Seventh and Prairie streets. (*m*) 4 Free street. (*n*) Cor. Ninth and Race streets. (*o*) Jefferson and Eleventh streets. (*p*) See Table "B," &c.

TABULAR STATEMENT OF AMERICAN SCHOOLS FOR THE DEAF, 1891—Continued.

PUBLIC SCHOOLS IN THE UNITED STATES—Continued.

	Name.	Method of Instruction.*	School-hours.	Industries Taught.§	NO. OF PUPILS. Within the Year.** Total.	Male.	Female.	No. taught articulation.	Present Dec. 1, 1891.	Total have received instr'n	No. of Instructors.† Whole No.	Male.	Female.	Deaf.	Articul'n.‡
1	American Asylum	Combined, A.	9 to 12 and 2 to 4	Cab., Sh.	171	102	69	121	139	2,513	16	7	9	3	4
2	New York Institution	Combined, E.F.	8 to 12 and 1 to 5 (b)	Art, Bak., Cab., Car., Ch., Dr., Ga., Gl., Pa., Pr., Sh., Ta., Wc.	342	231	111	335	292	3,291	16	7	9	6	8
3	Pennsylvania ...do	Combined, B.C.	8 to 1 and 2 to 4½	Car., Ck., Dr., Gl., Kn., Pr., Sh., Ta.	490	279	211	130	435	2,449	38	9	29	4	14
4	Kentucky Institute	Combined, A.B.	7¾ to 12½	Car., Ga., Pr., Se., Sh.	237	143	94	81	195	1,090	16	8	8	6	2
5	Ohio Institution	Combined, A	8 to 10¼, 10½ to 12½, 2 to 4½. (c)	Bo., Car., Pr., Sh., Ta.	451	233	218	125	358	2,472	26	11	15	9	2
6	Virginia ...do (a)	Combined, A	8½ to 1½	Car., Pr., Sh., Ta	113	58	55	25	88	647	11	8	3	5	1
7	Indiana ...do	Combined, A.F.	8 to 1 and 2 to 4½	Bak., Cab., Fa., Fl., Pr., Sh.	342	180	162	68	291	1,835	21	12	9	10	1
8	Tennessee School	Combined, B.	8½ to 11½ and 1 to 3½	Pr., Sh.	188	107	81	110	161	.....	9	5	4	3	1
9	North Carolina Institution	Combined, B.	8 to 2	Se., Sh	149	73	76	12	136	.....	9	7	2	4	1
10	Illinois ...do	Comb., A. B. F.	8 to 11 and 12, 1 to 3 and 4½	Bak., Cab., Car., Cl., Dr., Ga., Gl., Pa., Pr., Sh., Wt.	595	343	252	275	507	2,247	35	13	22	7	8
11	Georgia ...do	Combined, A.	8 to 1	Gar., Sh.	103	61	42	.....	88	457	8	5	3	3	1
12	South Carolina ...do	Combined, B.	8 to 1	Pa., Pr., Se., Sh.	91	51	40	26	73	277	7	3	4	3	2
13	Missouri School	Combined, A.B.	7¾ to 10½, 10½ to 12⅝, and 2 to 4½ (b)	Ba., Cab., Car., Dr., Ga., Pr., Se., Sh., Ta., Wt.	336	208	128	80	267	1,191	18	8	10	6	2
14	Louisiana ...do	Combined, A	8¼ to 10¼, 10½ to 12¼, and 1½ to 2½.	Car., Pr., Se.	127	65	62	29	60	.....	5	2	3	3	1
15	Wisconsin School	Combined, A.B.	8 to 12 and 1 to 4½	Bak., Cab., Dr., Pr., Sh.	210	126	74	45	180	891	16	7	9	4	3
16	Michigan ...do	Combined, A.B.	8½ to 11½ and 1 to 4 (b)	Cab., Car., Dr., Pr., Sh., Ta.	345	183	162	65	294	1,126	19	7	12	4	2
17	Mississippi Institution	Combined, A.F.	8¼ to 1	Car., Pr.	93	50	43	15	81	500	7	5	2	4	1
18	Iowa ...do (a)	Combined, G	8 to 11¾ and 1 to 3	Bak., Br., Car., Dr., Pr., Sh., Ta	309	199	110	25	270	.....	18	8	10	6	2
19	Texas Asylum	Combined, A	8 to 12½ and 1½ to 5½	Art., Bo., Car., Pr., Sh.	229	135	94	50	196	496	13	7	6	3	1
20	Columbia Institution														
	A. Kendall School	Comb., A. E. F.	8¼ to 12¼ and 2 to 3	Cab., Pr.	67	43	24	34	41	354	7	4	3	3	2
	B. National College	Combined, A.F.	8 to 12¼ and 1½ to 3½	None	66	53	13	63	63	370	19	16	3	2	10
21	Alabama Institute	Combined, B.	8 to 1	Bl., Cab., Pr., Sh.	103	50	53	22	82	.....	6	3	3	3	2
22	California Institution (a)	Combined, A.B.	8 to 1	Pr., Wood-working	158	95	63	68	145	390	11	8	3	3	2
23	Kansas ...do	Combined, A.F.	7¾ to 10½, 10½ to 12⅝, and 2 to 4½ (d)	Ba., Cab., Car., Ga., Gl., Pr., Se., Sh., Wc., Wt.	270	146	124	54	234	660	18	7	11	4	1
24	Le Couteulx St. Mary's Inst.	Combined, E.F.	8 to 12 and 1 to 5	Ck., Dr., Pr., Sh., Ta.	141	74	67	136	129	508	12	0	12	0	11
25	Minnesota School	Comb., A. B. F.	8½ to 11¾ and 1 to 3½	Cab., Car., Dr., Pr., Sh., Ta.	242	136	106	100	207	582	12	7	5	4	2
26	N. Y. Institut'n for Imp'v'd Ins'n	Oral	9 to 12 and 1¼ to 3¼	Use of tools	223	120	103	223	194	547	21	9	12	0	21

27	Clarke Institution	Oral	9 to 12 and 2 to 4	Cab., Se., Wc	128	62	66	128	114	367	14	0	14	1	14
28	Arkansas Institute	Comb., A. B. F.	8 to 12 and 1 to 5	Bak., Ck., Cl., Dr., Fa., Ga., Kn., Pa., Ph., Pr., Se., Sh., Wc.	152	81	71	34	128	380	10	3	7	5	1
29	Maryland School	Combined, A.B.	7½ to 9¾, 10 to 12¼, and 1¾ to 4½	Cab., Pr., Sh	107	55	52	54	91	373	10	3	7	3	2
30	Nebraska Institute	Combined, B.F.	7⅔ to 1	Car., Pr	151	84	67	55	130	349	11	5	6	2	4
31	Horace Mann School	Oral	9 to 2	Art, Cl., Se., and use of tools	103	51	52	103	89	322	11	0	11	0	11
32	St. Joseph's Institute	Combined, A.B.	9 to 3½	Ba., Car., Ck., Dr., Pr., Sh., Sc., Ta.	347	151	196	304	296	574	24	1	23	0	24
33	West Virginia School	Combined, B	8 to 1	Cab., Car., Pr., Sh., Ta	91	44	47	50	83	306	7	5	2	4	1
34	Oregon School	Combined, A	8½ to 3½	Br., Pr.	43	25	18	18	35	124	3	2	1	2	1
35	Md. School for Colored	Manual	8 to 12 and 1½ to 2½	Ch., Sh	18	10	8	.....	14	64	4	3	1	1	0
36	Colorado School	Comb., A. B. F.	8 to 12 and 1¼ to 3¾	Car., Ma., Pr	91	46	45	50	79	162	6	4	2	2	1
37	Chicago Day-Schools	Combined, A	9 to 2½	Bl., Car., Mo., Mw., Pn., To	35	17	18	12	35	200	6	2	4	3	1
38	Central N. Y. Institution	Combined, A. E.	9 to 12 and 1½ to 3½	Car., Dr., Gl., Pr., Se., Sh., We.	162	91	71	150	137	334	11	8	3	3	2
39	Cincinnati Public School	Manual	8½ to 12, 1½ to 3¼	None	11	7	4	.....	10	109	1	0	1	1	0
40	Western Penna. Institution	Combined, A	8 and 11 to 1 and 2 to 5	Cab., Car., Dr., Sh., Wc	211	114	97	50	191	426	13	6	7	3	2
41	Western New York Institution	Combined, D	8½ to 10½, 10½ to 12½, and 2 to 4 (c).	Cab., Car., Ck., Dr., En., Ga., Pa., Pr.	167	90	77	167	147	350	15	1	14	2	5
42	Portland Day-School	Oral	9 to 12 and 2 to 4	None	51	27	24	51	37	84	6	0	6	0	6
43	Rhode Island School	Oral	9 to 1½	None	42	18	24	42	40	85	5	0	5	0	5
44	St. Louis Day-School	Combined, A	8¾ to 12 and 1 to 3¼	None	42	20	22	35	31	153	3	1	2	2	1
45	N. E. Industrial School	Combined, A	9 to 12 and 2 to 4	None	28	19	9	20	23	.....	2	0	2	1	1
46	Dakota School	Combined, A	8½ to 12 and 1 to 2½	Car., Fa., Pr., Ti	47	30	17	18	39	.....	4	2	2	2	1
47	Milwaukee Day-School	Oral	8¾ to 11¾ and 12½ to 2½	Pr	39	24	15	39	33	62	6	1	5	0	6
48	Pennsylvania Oral School (a)	Oral	8¼ to 11¾ and 1 to 2½	Ho., Se., Wt.	53	30	23	53	44	73	5	0	5	0	5
49	New Jersey School	Combined, A.E.	8½ to 12 and 1 to 2½	Car., Dr., Pr., Sh., Wc	138	68	70	45	128	238	9	2	7	2	4
50	Utah School	Combined, B	8 to 1	Car., Kn., Pr., Se., Sh	48	32	16	.....	43	75	4	2	2	1	1
51	Northern New York Institution	Combined, A	8 to 1	Dr., Sh., Ta.	95	58	37	28	84	111	7	5	2	4	1
52	Florida Institute	Combined, A.B.	8 to 1	Car., Ph., Pr.	39	21	18	34	35	53	4	1	3	0	2
53	New Mexico School	Manual	9 to 12 and 1½ to 3½	None	7	5	2	.....	7	11	1	1	0	1	0
54	Washington State School	Combined, E	9 to 12 and 1½ to 3½	Net and hammock making	55	35	20	15	52	58	4	3	1	1	2
55	Evansville School	Manual	8¾ to 11¾ and 1½ to 4	None	28	22	6	.....	25	41	2	1	1	2	0
56	Cincinnati Oral School	Oral	8½ to 2¾	None	30	11	19	30	23	37	4	0	4	0	4
57	La Crosse Oral School	Oral	9 to 12 and 1½ to 4	None	9	7	2	9	6	.....	1	0	1	0	1
58	Texas Institution for Colored	Combined, A	8½ to 11¾ and 1½ to 3½	Dr., Sh	39	24	15	5	34	44	3	2	1	1	0
59	North Dakota School	Combined, A	9 to 12 and 1½ to 4	Pr	36	20	16	8	34	36	3	2	1	2	1
60	Toledo Deaf-Mute School	Manual	4½ hours	None	17	7	10	.....	14	22	1	1	0	1	0
61	Wausau Day-School	Oral	9 to 12 and 1 to 3	None	6	5	1	6	6	8	1	0	1	0	1
62	Public Schools				8,857	4,965	3,892	3,920	7,514	30514	635	260	375	164	219
15	Denom'l and Pri. Sch'ls (e)				375	185	190	325	335	739	51	7	44	3	41
77	Schools in the United States				9,232	5,150	4,082	4,245	7,849	31253	686	267	419	167	260

* See *Ed'n Deaf Children*, pp. 257–8 ** Including those who have left school during the year. † Including the principal. ‡ Including all who teach by speech and speech-reading. (*a*) For the year 1890. (*b*) One session for school and one for shops, by a system of rotation. (*c*) Two sessions for school and one for shops, by a system of rotation. (*d*) Two sessions for school and two for shops, by a system of rotation. (*e*) See page 257. § Bak. = Baking. Bas. = Basket-making. Bl. = Blacksmithing. Bo. = Book-binding. Br. = Broom-making. Cab. = Cabinet-making. Car. = Carpentry. Ch. = Chair-making. Ck. = Cooking. Cl. = Clay modelling. Co. = Coopery. Dr. = Dress-making. En. = Engineering. Fa. = Farming. Fl. = Floriculture. Ga. = Gardening. Gl. = Glazing. Ho. = Housework. Kn. = Knitting. Ma. = Mattress-making. Mi. = Millinery. Mo. = Moulding. Mw. = Machine work. Pa. = Painting. Ph. = Photography. Pl. = Plumbing. Pn. = Pattern-making. Pr. = Printing. Se. = Sewing. Sh. = Shoemaking. Ta. = Tailoring. Ti. = Tinning. To. = Tool-making. Wc. = Wood-carving. We. = Wood-engraving. Wt. = Wood-turning.

TABULAR STATEMENT OF AMERICAN SCHOOLS FOR THE DEAF, 1891—Continued.

PUBLIC SCHOOLS IN THE UNITED STATES—Continued.

	Name.	Vacation.	How Supported.	Value of buildings and grounds.	Expenditure last fiscal year. For suppo't.	For build'gs and gro'ds.	No. vols. in library.
1	American Asylum	Last Wed. in June to second Wed. in Sept	Endowment and N. E. States	$250,000			2,000
2	New York Institution	Third Wed. in June to first Wed. in Sept.	State, counties, and pay pupils	456,000	$90,998	$5,743	4,700
3	Pennsylvania do	Last Wed. in June to Sept. 15	State endowment, and pay pupils	850,000	102,000	671	6,400
4	Kentucky do	June 18 to Sept. 9	State	176,500	38,528		1,650
5	Ohio do	Third Wed. in June to second Wed. in Sept	do	750,000	85,591	7,649	3,095
6	Virginia do* (a)	Second Wed. in June to first Wed. in Sept.	do	250,000			250
7	Indiana do	Second Week in June to fourth Week in Sept	do	521,100	58,779	13,605	3,812
8	Tennessee School	Second Wed. in June to second Fri. in Sept	do	150,000	27,325	10,000	
9	North Carolina Institution*	Second Wed. in June to second Wed. in Sept	do	75,000	40,000	600	1,845
10	Illinois do	Second Wed. in June to third Wed. in Sept	do	400,000	92,000	7,000	12,550
11	Georgia do	Third Wed. in June to second Wed. in Sept	do	70,000	18,293	15,000	1,200
12	South Carolina do*	Last Wed. in June to first Wed. in Oct	State and pay pupils	55,000	14,681	500	800
13	Missouri do	Second Wed. in June to second Wed. in Sept	State	260,000	50,000	10,000	1,150
14	Louisiana do	June 1 to Oct. 1	do	200,000	14,000	5,000	300
15	Wisconsin School	Second Wed. in June to first Wed. in Sept	do	110,000	36,383	1,378	1,500
16	Michigan do	Thurs. after June 7 to third Wed. in Sept	do	419,875	56,800	130	2,359
17	Mississippi do	Third Wed. in June to first Mon. in Oct	do	125,000	14,108	500	500
18	Iowa do (a)	Second Wed. in June to second Wed. in Sept	do	400,000	37,800	27,000	1,800
19	Texas Asylum	1st Wed. in June to 1st Wed. in Sept	do	190,000	34,457	500	750
20	Columbia Institution	Wed. before last Wed. in June to Thurs. before last Thurs. in Sept.	United States and pay pupils	700,000	60,971	2,177	3,700
21	Alabama do	June 10 to Sept. 10	State	75,000	17,835		600
22	California do* (a)	Second Wed. in June to 4th Wed. in August	do	442,000	48,166	95,000	1,400
23	Kansas do	Second Wed. in June to second Wed. in Sept	do	187,000	38,120		1,426
24	Le Conteulx St. Mary's Inst	Wed. before last week in June to first Mon. in Sept	State, counties, and pay pupils	153,000	28,214		665
25	Minnesota School	First Wed. in June to second Wed. in Sept	State	250,000	39,533	9,164	1,325
26	N. Y. Inst. for Imp'v'd Ins'n	Third Wed. in June to first Wed. in Sept	State, counties, and pay pupils	350,000	52,103		910
27	Clarke Institution	Forty weeks after third Wed. in Sept. to third Wed. in Sept	Endowment, N. E. States, and pay pupils.	87,000	31,975	1,201	1,720

28	Arkansas Institute	Second Wed. in June to first Wed. in Oct.	State	100,000	18,496	8,150	798
29	Maryland School	Third Wed. in June to second Wed. in Sept	...do	250,000	24,619	1,500	2,350
30	Nebraska Institute	Middle of June to middle of Sept	...do	117,000	31,250	2,000	1,400
31	Horace Mann School	Last Tues. in June to first Wed. in Sept	State and city	97,800	12,100	430	688
32	St. Joseph's Institute	Last Fri. in June to second Mon. in Sept	State, counties, and pay pupils	266,629	59,014		708
33	West Virginia Institution*	Forty weeks after second Wed. in Sept. to second Wed. in Sept.	State	85,000	25,874	4,144	816
34	Oregon School	May 1 to first Wed. in Sept.	...do	10,000	8,000	1,000	
35	Md. School for Colored*	June 25 to Sept. 10	...do	35,000	8,915		150
36	Colorado Institute*	First Wed. in June to first Wed. in Sept	...do	162,100	33,917	5,024	500
37	Chicago Day-Schools	June 28 to first Mon. in Sept	City				
38	Central N. Y. Institution	Second week in June to third Wed. in Sept.	State and counties	125,000	40,391	2,378	500
39	Cincinnati Public School	June 23 to second Mon. in Sept	City		800		
40	Western Penn'a Institution	Last Wed. in June to first Wed. in Sept	State and voluntary contributions	214,967	38,611		991
41	Western New York Institution	Forty-two w'ks after first Mon. in Sept. to first Mon. in Sept	State, counties, and pay pupils	125,000	42,510	2,533	1,500
42	Portland Day-School	Last Sat. before July 4 to second Mon. in Sept	State and city				
43	Rhode Island School	Last Fri. in June to first Mon. in Sept	State		4,910		96
44	St. Louis Day-School	Second Friday in June to first Mon. in Sept	City				
45	N. E. Industrial School	Third Wed. in June to second Tues. in Sept	Voluntary contributions and State	12,000			
46	Dakota School	Second Wed. in June to second Wed. in Sept	State				125
47	Milwaukee Day-School	Last Fri. in June to first Mon. in Sept	State and city and county	12,000	5,500		70
48	Penna. Oral School (a)	June 20 to Sept. 1	State	65,000	8,760	13,793	
49	New Jersey School	June 16 to Sept. 10	...do	100,000			615
50	Utah School	Second Wed. in June to second Mon. in Sept	Territory and pay pupils	100,000	6,917		25
51	Northern N. Y. Institution	Second Wed. in June to second Wed. in Sept	State and counties	70,000	26,331	1,747	135
52	Florida Institute*	Second Mon. in June to Oct. 1	State	16,000	10,000		100
53	New Mexico School	Third week in June to second week in Sept	Territory and pay pupils		1,923		75
54	Washington State School*	Thurs. after last Wed. in May to last Wed. in Aug.	State				
55	Evansville School	First Thurs. in June to first Mon. in Sept	City		1,800		
56	Cincinnati Oral School	June 20 to Sept. 8	State and city		1,850		
57	La Crosse Oral School	First Mon. in Sept.	...do				
58	Texas Institution for Colored*	June 15 to Sept. 15	State	37,000	16,500	6,000	25
59	North Dakota School	Second Wed. in June to second Wed. in Sept	State				
60	Toledo School	June 24 to first Mon. in Sept.	City				
61	Wausau Day-School	June 18 to Sept. 8	State and city		600		
62	Public Schools.						
15	Denominational and Private Schools. (See next page.)						
77	Schools in the United States.						

* Contains a department for the blind also, the expenses of which are included in the statement of expenditures.
(a) For the year 1890.

TABULAR STATEMENT OF AMERICAN SCHOOLS FOR THE DEAF, 1891—Continued.

B.—DENOMINATIONAL AND PRIVATE SCHOOLS IN THE UNITED STATES.

	Name.	Location.	Date of opening	Chief Executive Officer.
1	Whipple's Home School for the Deaf	Mystic, Conn	1869	Margaret Hammond, Superintendent.
2	German Lutheran Deaf and Dumb Institute	North Detroit, Wayne Co., Mich.	1874	H. D. Uhlig, Director.
3	St. John's Catholic Deaf-Mute Institute	St. Francis, Wis.	1876	Rev. M. M. Gerend, President.
4	Mr. Knapp's Institute	Baltimore, Md. (*a*)	1878	F. Knapp, Principal.
5	The McCowen Oral School for Young Deaf Children	Englewood, (Chicago) Ill. (*b*)	1883	Miss Mary McCowen, Principal.
6	Ephpheta School for the Deaf	Chicago, Ill. (*c*)	1884	Mary C. Hendrick, Principal.
7	Maria Consilia Deaf-Mute Institute	St. Louis, Mo. (*d*)	1885	Sister M. Adele, Principal.
8	Miss Keeler's Articulation Class for Deaf-Mutes	New York, N. Y. (*e*)	1885	Miss Sarah Warren Keeler, Principal.
9	St. Mary's Institute for Deaf-Mutes	St. Paul, Minn. (*g*)	1886	Miss Nardin, President.
10	Sarah Fuller Home for Little Children Who Cannot Hear.	West Medford, Mass. (*h*)	1888	Miss Eliza L. Clark, Principal & Matron.
11	Eastern Iowa School for the Deaf	Dubuque, Iowa	1888	De Courcy French, Principal.
12	Albany Home School for the Oral Instruction of the Deaf.	Albany, N. Y. (*i*)	1889	Miss Anna M. Black, Principal.
13	Notre Dame Female School for the Deaf	Cincinnati, O. (*m*)	1890	Sister M. of the S. Heart, S. N. D., Prin.
14	Miss Kugler's School for the Deaf	St. Louis, Mo. (*n*)	1890	Miss L. Kugler, Teacher.
15	Catholic Institution for the Deaf and Dumb (*k*)	Chinchuba, Mandeville, La	1890	Very Rev. Canon Mignot.

	Name.	Method of Instruction. (*l*)	School-hours.	Industries Taught.‡	NO. OF PUPILS. Within the Year.* Total.	Male.	Female.	No. taught articulation.	Present Dec. 1, 1891.	Total have received instruction.	NO. OF INSTRUCTORS.† Whole No.	Male.	Female.	Deaf.	Articulation.‡
1	Whipple's Home School	Oral	9 to 12 and 2 to 4½	Dr., Ho., Sh., Ta	28	15	13	28	23	.....	4	0	4	0	4
2	Germ. Lutheran Institute	Oral	9 to 12 and 2 to 4½	None	50	22	28	50	45	178	3	3	0	0	3
3	St. John's Cath. Institute	Combined, E.	8 hours	Car, Wc., Pa	38	25	13	23	35	206	4	2	2	0	2
4	Mr. Knapp's Institute	Oral													
5	McCowen Oral School	Oral and Aural	8 to 3	Cl., Pa., Sc., Slojd	32	16	16	31	28	.....	8	0	8	0	8
6	Ephpheta School	Combined, B.	9 to 3	Sc., Cl., Wc.	75	35	40	70	67	117	6	0	6	1	4
7	Maria Consilia Institute	Combined, A.	9 to 11½ and 1 to 3½	Dr., Pr.	45	20	25	36	42	85	4	0	4	0	3
8	Miss Keeler's Class	Oral	9 to 12 and 12½ to 2	None	11	6	5	11	8	18	2	0	2	0	2
9	St. Mary's Institute	Combined, B.	6½ hours	Dr., Pr., Sh., Ta	47	23	24	40	43	57	4	0	4	0	4
10	Sarah Fuller Home	Oral		None	13	8	5	13	10	25	4	0	4	0	4
11	Eastern Iowa School	Manual	9 to 12 and 2 to 4	None	5	2	3	0	5	16	1	1	0	1	0
12	Albany Home School	Oral	9 to 1½	Se., Cl.	10	6	4	10	10	11	2	0	2	0	2
13	Notre Dame School	Combin'd B. D	8½ to 11½ and 1 to 3		8	.....	8	8	8	11	2	.....	2	0	2
14	Miss Kugler's School	Oral	9 to 12 and 1 to 3		5	3	2	5	3	7	1	.....	1	0	1
15	Chinchuba Institution (*k*)	Manual	9 to 12, 1 to 3, 4 to 6	Dr., Se.	8	4	4	0	8	8	6	1	5	1	0
15	Denom. and Private Schools				375	185	190	325	335	739	51	7	44	3	39

	Name.	Vacation.	How Supported.
1	Whipple's Home School	June 5th to Sept. 3d	Tuition fees and State and towns.
2	Germ. Lutheran Institute	July 15th to September 1st	Tuition fees and Lutheran Congregations.
3	St. John's Cath. Institute	End of June to first week in Sept	Voluntary contributions and tuition fees.
4	Mr. Knapp's Institute.		
5	McCowen Oral School	Middle of June to middle of Sept	Tuition fees and voluntary contributions.
6	Ephpheta School	Last Friday in June to first Monday in Sept	Ephpheta Society.
7	Maria Consilia Institute	Last week of June to first week of Sept	Tuition fees and voluntary contributions.
8	Miss Keeler's Class	Third Wednesday in June to second week in Sept	Tuition fees.
9	St. Mary's Institute	June 25th to first Monday in September	Voluntary contributions.
10	Sarah Fuller Home	No regular vacations	Private subscription.
11	Eastern Iowa School	June 12th to Sept. 15th	Contributions, fairs, and exhibitions.
12	Albany Home School	Last of June to second week in September	Tuition fees and county appropriations.
13	Notre Dame School	15th of June to first week in September	Voluntary contributions.
14	Miss Kugler's School	Second Friday in June to first Monday in September	Tuition fees.
15	Chinebuba Institution	June 1 to September 1	Voluntary contributions and tuition fees.
15	Denom. and Private Schools.		

* Including the pupils who have left during the year. † Including the principal. ‡ Including all who teach by speech and speech-reading. (*a*) Nos. 201–205 Holliday street. (*b*) 6550 Yale street. (*c*) 409 S. May street. (*d*) 1849 Cass Avenue. (*e*) 27 East Forty-sixth street. (*g*) 536 Mississippi street. (*h*) 40 Canal street. (*i*) 42 Lancaster street. (*k*) For the year 1890. (*l*) See pages 257–8, *Ed. Df. Ch.* (*m*) East Sixth street. (*n*) 2866 Wisconsin Avenue. Car. = Carpentry. Cl. = Clay modelling. Dr. = Dressmaking. Ho. = Housework. Pa. = Painting. Pr. = Printing. Se. = Sewing. Sb. = Shoemaking. Ta. = Tailoring. We. = Wood-carving.

TABULAR STATEMENT OF AMERICAN SCHOOLS FOR THE DEAF, 1891—Continued.

C.—Schools in Canada.

	Name.	Location.	Date of opening.	Chief Executive Officer.
1	Catholic Male Deaf and Dumb Institution for the Province of Quebec	Mile-End, near Montreal, P. Q.	1848	Rev. J. B. Mansean, C. S. V., Principal.
2	Catholic Female Deaf-Mute Institution	Montreal, P. Q. (a)	1851	Sister Charles of Providence, Superioress.
3	Halifax Institution for the Deaf and Dumb	Halifax, N. S	1857	James Fearon, Principal.
4	Ontario Institution for the Deaf and Dumb	Belleville, Ontario	1870	R. Mathison, Superintendent.
5	Mackay Institution for Protestant Deaf-Mutes and the Blind	Montreal, P. Q. (b)	1870	Mrs. H. E. Ashcroft, Superintendent.
6	Fredericton Institution for the Education of the Deaf and Dumb	Fredericton, N. B	1882	Albert F. Woodbridge, Principal.
7	Manitoba Institution for the Education of the Deaf	Winnipeg, Manitoba	1888	D. W. McDermid, Principal.
7	Schools in Canada.			

	Name.	Method of Instruction (c).	School-hours.	Industries Taught.**	NO. OF PUPILS. Within the Year.* Total.	Male.	Female.	No. taught articulation.	Present Dec. 1, 1891.	Total have received instruction.	No. of Instructors.† Whole No.	Male.	Female.	Deaf.	Artic'la'n.‡
1	Catholic Inst'n, (Male)	Combined, B.	8 to 9, 10¼ to 12, 1½ to 4½	Ba., Bl., Bo., Cab., Car., Fa., Ga., Pa., Pr., Sh., Ta., Wt.	113	113	.....	60	105	560	30	30	0	2	7
2	Catholic Inst'n, (Female)	do. C.	6 hours	Art, Em., Kn., Se., Weaving	196	.....	196	72	160	.....	38	0	38	2	15
3	Halifax Institution	do A	9 to 11, 11½ to 12¾ and 2 to 4	Ga.	72	44	28	27	61	338	6	3	3	2	1
4	Ontario Institution	do A	9 to 12 and 1½ to 3	Car., Dr., Sh., Ta.	296	166	130	43	249	908	15	7	8	6	1
5	Mackay Institution	do E	9 to 12 and 1½ to 3½	Cab., Car., Dr., Pr., Wc	50	31	19	20	49	140	5	1	4	0	3
6	Fredericton Institution	do A	9 to 12 and 2 to 4	None.	27	13	14	2	25	47	4	4	0	1	0
7	Manitoba Institution	do E	9 to 11¾ and 1½ to 3½	Se., Wc.	39	23	16	5	34	43	4	2	2	2	1
7	Schools in Canada				793	390	403	229	683	2.036	102	47	55	15	28

	Name.	Vacation.	How Supported.	Value of build'gs and grounds.	Expenditure Last Fiscal Year. For support.	Expenditure Last Fiscal Year. For buildings and grounds.	No. volumes in library.
1	Catholic Inst'n, (Male)	Third Wed. in June to first Wed. in Sept	Province, pupils, and vol. contributions				1,000
2	Catholic Inst'n, (Female)	July 1st to Sept. 1st	Province and voluntary contributions				1,300
3	Halifax Institution	First Wed. in July to first Wed. in Sept	Province and voluntary contributions	$20,000	$9,069	$1,353	
4	Ontario Institution	Third Wed. in June to second Wed. in Sept	Province	220,000	43,927	10,000	1,750
5	Mackay Institution	Third Wed. in June to second Wed. in Sept	Province, pupils, and vol. contributions				525
6	Fredericton Institution	July 1 to Sept. 1	Province and voluntary contributions	20,000	4,482	1,200	500
7	Manitoba Institution	Second Wed. in June to second Wed. in Sept	Province	35,000	7,615	3,500	300
7	Schools in Canada.						

* Including those who have left school during the year. † Including the principal. ‡ Including all who teach by speech and speech-reading. ** Ba. = Baking. Bl. = Blacksmithing. Bo. = Book-binding. Cab. = Cabinet-making. Car. = Carpentry. Dr. = Dress-making. Em. = Embroidering. Fa. = Farming. Ga. = Gardening. Kn. = Knitting. Pa. = Painting. Pr. = Printing. Sc. = Sewing. Sh. = Shoemaking. Ta. = Tailoring. Wc. = Wood-carving. Wt. = Wood-turning. (*a*) No. 401 St. Denis street. (*b*) Notre Dame de Grace. (*c*) See pages 257–8, *Education of Deaf Children*, for Dr. Fay's definition of the methods employed in these schools.

EXTRACTS FROM FOREIGN STATISTICS OF EMPLOYMENTS, ETC., PRESENTED TO THE HOUSE OF COMMONS IN 1886, BY LORD SALISBURY.

(1) Mr. W. N. Beauclerk transmits the following particulars extracted from the census of Italy for 1881:

THE PROFESSIONS, OCCUPATIONS, OR BUSINESS OF DEAF-MUTES IN ITALY.

Occupation or Profession.	Males.	Females.	Total.
Agriculture	2,576	1,209	3,785
Shepherds	73	12	85
Fishing	23	.....	23
Mining	15	.....	15
Industries	1,416	760	2,176
Commerce	20	4	24
Transport	23	.....	23
Navigation	25	.....	25
Having property	300	201	501
Servants of companies, &c	125	161	286
Government employés	16	.....	16
Servants	4	1	5
Sacristans	4	.....	4
Hospital attendants	1	.....	1
Masters	2	9	11
Beaux-arts	30	.....	30
Surveyors	1	.....	1
Hawkers	7	.....	7
Beggars	230	179	409
Porters, &c	307	87	394
Inmates of asylums, &c	189	287	476
Prisoners	3	1	4
School-children	703	597	1,298
Domestic servants	.....	1,954	1,954
Prostitutes	.....	4	4
Without profession (infants)	2,616	1,127	3,743
Total	8,707	6,593	15,300

"To show in what measure this class of the population is able to profit by the perfected system of education now at its disposal, and how they who take advantage of modern improvements in this respect can obtain employment requiring more than ordinary study and intelligence, it is interesting to note that ninety deaf-mutes are occupied in the following professions:"

Geometry	1
Painting	15
Sculpture	7

Engraving	5
Cashiers	1
Printers	24
Watchmakers	3
Wood carving	1
Photography	2
Government officials	16
Private, ditto	7
Foreman of studio	1
Accountants	3
Lithographers	4
Total	90

TABLE II.—VARIOUS OCCUPATIONS IN WHICH THE DEAF IN PRUSSIA ARE EMPLOYED, NOT RECKONING THOSE IN INSTITUTIONS NOR CHILDREN UNDER 15 YEARS OLD.

	Born Deaf and Dumb.		Deaf and Dumb After Birth.		Deaf and Dumb without Specified Cause.		Total.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
1. Farmers and graziers	518	254	277	142	655	392	1,450	788
2. Fishermen	4	.....	5	.....	8	1	17	1
3. Miners	13	1	7	.....	21	.....	41	1
4. Masons, &c.	37	.....	29	.....	40	2	106	2
5. Metal workers	52	.....	40	3	65	1	157	4
6. Machine manufacturers	16	2	11	.....	29	2	56	4
7. Chemical industries	.....	.....	.....	.....	1	.....	1	
8. Industries connected with heating and lighting	1	.....	4	.....	2	.....	7	
9. Textile industries	60	32	33	14	65	31	158	77
10. Paper and leather industries	81	3	50	1	61	4	192	8
11. Carvers	157	4	102	1	160	2	419	7
12. Provision dealers	48	11	58	10	59	18	165	39
13. Clothiers and cleaners	614	274	383	189	729	267	1,726	730
14. Builders	59	7	51	.....	70	1	180	8
15. Polygraphy	35	.....	42	.....	35	3	112	3
16. Artistic designers	21	.....	20	.....	15	0	56	
17. Commercial and insurance agents	15	3	16	1	14	5	45	9
18. Carriers	8	.....	8	.....	4	.....	20	
19. Hotel-keepers, &c.	5	5	3	3	8	8	16	16
20. All sorts of personal servants	308	188	186	154	371	268	865	610
21. Nurses, &c.								
22. Education	.....	2	1	.....	2	1	3	3
23. Art, literature, and journalism	1	.....	2	.....	1	.....	4	
24. Church officials	1	.....	3	1	3	1	7	2
25. Imperial and Royal employés, not particularized above	3	1	5	.....	4	1	12	2
26. Army and Navy and Gendarmerie.								
27. All other callings	9	1	5	.....	4	1	12	2
28. Persons without any regular calling	1,472	2,175	826	1,418	1,902	2,760	4,200	6,353

(2) Mr. Leverson Gower transmits the following particulars from the census of Prussia for 1880:

TABLE I.—PROFESSIONS, OCCUPATIONS, OR BUSINESS OF DEAF-MUTES IN PRUSSIA.

	Born Deaf and Dumb.		Deaf and Dumb After Birth.		Deaf and Dumb Without Specified Cause.		Total.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
1. Independent, without employment	323	125	252	74	347	113	922	312
2. Employés, public	3	.....	4	.....	2	.....	9	
3. Employés, private	5	.....	3	.....	8	.....	16	
4. Workmen, apprentices, workmen in manufactories	1,058	254	683	158	1,195	261	2,936	673
5. Day laborers, servants	387	193	232	157	475	280	1,094	630
6. Men- and maid-servants	277	240	134	132	414	392	825	764
7. Annuitants and pensioners	30	25	43	20	53	39	126	84
8. Persons in receipt of alms	34	67	16	34	51	64	101	165
9. Inmates of institutions	642	455	899	529	312	243	1,853	1,227
10. All other persons, including children to 15 years old (not including children in institutions)	929	798	757	642	1,182	1,005	2,868	2,445
11. Unspecified	116	120	88	100	175	333	379	553

Libraries and Institutions having Education of Deaf Children.

AFRICA.

ALGIERS.

Algiers.

Bibliothèque de la Ville.

CAPE COLONY.

Cape City.

South Africa Public Library.

EGYPT.

Cairo.

Le Ministre de l'Instruction Publique, for Blind and Deaf School at Syonfieh.

LIBERIA.

Monrovia.

Government Library.

MAURITIUS.

Port Louis.

Library of the Inspector of Schools.

ASIA.

CHINA.

Pekin.

Imperial Tungwen College, Library.

Tung Chow, Chefoo.

School for the Deaf (Rev. Chas. R. Mills, Principal).

INDIA.

Benares.

College Library.

Bombay.

Library, Director of Public Instruction.

Calcutta.

Library of the University.

JAPAN.

Kioto.

Imperial School for the Deaf and Dumb.

Tokio.

Imperial University (Daigaku).

PERSIA.

Tabreez.

Library of the College.

SIAM.

Bangkok.

Chief Commissioner of Education for Siam.

TURKEY.

Beyrout.

Syrian College Library.

AUSTRALIA AND ISLANDS OF THE PACIFIC.

NEW SOUTH WALES.

Sydney.

Library of the University.

NEW ZEALAND.

Auckland.

Library of the University.

Wellington.

New Zealand Public Library.

QUEENSLAND.

Brisbane.

Library of the Queensland University (Sidney).

SOUTH AUSTRALIA.

Adelaide.

Library of the University.

TASMANIA.

Hobarton.

Tasmania Public Library.

VICTORIA.

Melbourne.

Public Library and National Gallery.

SANDWICH ISLANDS.

Honolulu.

Hawaiian Government Library.

EUROPE.

BELGIQUE.

Bruges.

Bibliothèque Publique de la Ville.

Brussels.

Bibliothèque Royal de Belgique.

Ghent.

Bibliothèque de la Université.

Liege.

Bibliothèque de la Université.

BULGARIA.

Sophia.

National Library.

DANMARK.

Kjobenhavn.

Det Store Kongelige Bibliotheket.

Nyborg.

K. Dovst Institut.

DEUTSCHES-REICH.

Berlin.

Kaiserliche Reichstags-Bibliothek.

Stadt Bibliothek.

Universitäts-Bibliothek.

Königliche Taubstummen und Lehrer Bildungs Anstalt.

Bonn.

Universitäts-Bibliothek.

Breslau.

Taubstummen Anstalt.

Königliche und Universtäts-Bibliothek.

Cassel.

Ständische Landes Bibliothek.

Carlsruhe.

Grossherzogliche Hof und Landes Bibliothek.

Darmstadt.

Grossherzogliche Hof-Bibliothek.

Dresden.

Königliche Öffentliche Bibliothek.

Erfurt.

Königliche Öffentliche Bibliothek.

Frankfurt, a M.

Senckenbergische Bibliothek.

Gotha.

Herzogliche Bibliothek.

Göttingen.

Königliche Universitäts-Bibliothek.

Halle-Wittenberg.

Bibliothek der Königlich Vereinigten Friederichs Universität.

Hamburg.

Stadt Bibliothek.

Hanover.

Königliche Öffentliche Bibliothek.

Heidelberg.

Universitäts-Bibliothek.

Jena.

Universitäts-Bibliothek.

Kiel.

Universitäts-Bibliothek.

Konigsberg, Ost-Preussen.

König-und Universitäts-Bibliothek.

Köln.

Stadt Bibliothek.

Leipzig.

Stadt Bibliothek.

Universitäts-Bibliothek.

Marburg.

Universitäts-Bibliothek.

Meersburg in Baden.

Grossherzoglich-Badische Allgemeine Taubstummen Anstalt.

München.

Königliche Hof und Staats Bibliothek.

Königliche Taubstummen Anstalt.

Universitäts-Bibliothek.

Schleswig, Schleswig-Holstein.

Provinzial Taubstummen Anstalt.

Strassburg.

Kaiserliche Universitäts und Landes Bibliothek.

Stuttgart.

Königliche-Offentliche Bibliothek.

Tübingen.

Königliche Universitäts Bibliothek.

Weimar.

Grossherzogliche Bibliothek.

Würzburg.

Universitäts-Bibliothek.

ESPANA.

Barcelona.

Biblioteca Universidad.

Granada.

Biblioteca Universidad.

Madrid.

Colegio de Sordo-Mudos y de Ciegos.

Biblioteca Nacional.

Biblioteca Universidad.

Salamanca.

La Universidad Literaria.

Saragossa.

La Universidad Literaria.

Valencia.

La Universidad Literaria.

FRANCE.

Besancon, Dept. du Doubs.

Bibliothèque de la Ville.

Bordeaux.

Bibliothèque de la Ville.

Lyon.

Bibliothèque de la Ville.

Institution des Sourds-Muets (Mons. Hugentobler, Director).

Marseilles.

Ecole des Beaux Arts et Bibliothèque de la Ville.

Montpelier.

La Bibliothèque Universitaire, 14 Rue Dauphine.

Paris.

Bibliothèque Nationale.

Inst. Nationale, des Sourds-Muets, 1254 Rue St. Jacques.

L'Institute de France.

Bibliothèque du College de France.

Poitiers, Dept. du Vienne.

Bibliothèque Nationale.

Toulouse, Dept. du Garonne-Haute.

Bibliothèque Publique.

GREAT BRITAIN.

ENGLAND.

Birmingham.

Birmingham Free Reference Library.

Queen's College.

Boston Spa.

St. John of Beverly Institution for the Deaf and Dumb.

Cambridge.

Library of the University.

Doncaster.

Yorkshire Institution for the Deaf and Dumb.

Leeds.

Public Library.

Liverpool.

Free Public Library, Museum and Art Gallery.

Liverpool School for the Deaf and Dumb.

London.

Library of the British Museum (Book Dept.).

Library of the London University.

Library of the Kings College.

Training College for Teachers of the Deaf at Ealing, W.

Association for Oral Instruction of the Deaf and Dumb, 11 Fitzroy Square, W.

Manchester.

Manchester Public Free Library.

Victoria University, Library.

Margate.

Asylum for the Deaf and Dumb.

Nottingham.

University College, Library.

Oxford.

Bodleian Library.

IRELAND.

Belfast.

Library of the Queen's College.

Ulster Institution for the Deaf, Dumb, and Blind.

Cork.

Library of Queen's College.

Dublin.

Library of Trinity College.

St. Joseph's Roman Catholic Institution for Male Deaf and Dumb, Cabra.

SCOTLAND.

Aberdeen.

Library of the University.

Dundee.

University College Library.

Edinburgh.

Library of the University.

Donaldson's Hospital for the Deaf.

Glasgow.

Institution for the Deaf and Dumb at Langside.
Stirling and Glasgow Public Library.
Library of the University.

St. Andrews.

University Library.

WALES.

Bangor.

University College of North Wales.

Cardiff.

University of South Wales and Monmouthshire.

Llandaff.

School for the Deaf and Dumb.

GREECE.

Athens.

Bibliothèque Nationale.

ICELAND.

Reykjavik.

Stiptisbókasafn.

ITALIA.

Bologna.

Biblioteca della Università.

Firenze.

Biblioteca Nazionale.

Genova.

Regio Instituto dei Sordo-Muti.

Milano.

Regio Instituto dei Sordo-Muti.
Biblioteca Nazionale di Brera.
Instituto dei Sordo-Muti di Campagna.

Napoli.

Regio Instituto dei Sordo-Muti.

Biblioteca Università.

Padua.

Biblioteca Università.

Pavia.

Regia Università.

Pisa.

Regia Università.

Roma.

Biblioteca Vaticana.

Biblioteca Nazionale Vittoria Emanuele.

Biblioteca Alessandrina della Regia Università.

Siena.

Regio Instituto dei Sordo-Muti.

Torino.

Biblioteca Università.

Venezia.

Biblioteca Nazionale de San Marco.

MALTA.

Valletta.

Biblioteca Università.

NEDERLAND.

Amsterdam.

Universiteits Bibliotheek.

Groningen.

Instituut voor Doofstommen.

La Hague.

Koninklijk Bibliotheek.

Leyden.

Rijks-Universiteit.

Rotterdam.

Inrichting voor Doofstommen-Onderwijs.

Utrecht.

Rijks-Universiteit.

NORGE.

Christiania.

Kongelige Norske Frederika Universiteit.

Madam Rosing's School for the Deaf.

Trondhjem.

K. nörske Videnskab. Selskab. B.

OESTERREICH-UNGARN.

Buda-pest.

Szechenyi'sche Landes Bibliothek.

Graz.

K. K. Karl-Franzens Universität.

Innsbruck.

K. K. Leopold-Franzens Universität zu Innsbruck.

Prag, Bohemia.

K. K. Deutsche Carl-Ferdinand Universitäts Bibliothek.

Waitzen.

Königliche Landes Taubstummen Anstalt.

Wien.

Allgemeine Östreichisch-Israelitische Taubstummen Anstalt.

K. K. Hof Bibliothek.

K. K. Staats Taubstummen Anstalt.

K. K. Universität.

PORTUGAL.

Coimbra.

Biblioteca da Universidade.

Lisbon.

Biblioteca Nacional.

ROUMANIA.

Bucharest.

Library of the University.

RUSSIA.

Abo (Finland).

Imperial School for the Deaf.

Dörpt.

Library of the Imperial University.

Helsingfors (Finland).

Kejserliga Alexanders-Universitet.

Kiev.

Kejserliga Universitet.

Moscow.

Biblioteka Kejserliga Universitet.

State School for the Deaf.

Odessa.

Uchilishche Gluho-Niemyh.

St. Petersburg.

Imperial School for the Deaf.
Kejserliga Publichnaia Biblioteka.
Kejserliga Uchilishche Gluho-Niemyh.

Warsaw.

Biblioteka Universitet.
Imperial School for the Deaf.

SCHWEIZ.

Basel.

Taubstummen Anstalt in Riehen.
Universitäts-Bibliothek.

Berne.

Eidgenössische-Bundes Bibliothek.

Fribourg.

Bibliothèque du College.

Geneva.

Bibliothèque de la Ville.

Lausanne.

Bibliothèque Cantonale Vaudoise.

Zurich.

Cantonale Taubstummen Anstalt.
Universitäts und Kantons-Bibliothek.

SERVIA.

Belgrade.

Pravitelystvena Biblioteka.

SVERIGE.

Stockholm.

Kongliga Bibliotheket.

Institutet för Döfstumma, Manilla.

Upsala.

Kongliga Universitet, Bibliotheket.

TURKEY.

Constantinople.

Robert College.

NORTH AMERICA.

CANADA.

Belleville.

Institution for the Deaf and Dumb.

Halifax.

Education Office.

Kingston.

Queen's University Library.

Montreal.

Mackay Institution for Protestant Deaf-Mutes and the Blind.

L'Institution des Sourds-Muets (Male Dept.) at Mile End.

L'Institution des Sourds-Muets (Female Dept.), St. Denis St.

Toronto.

University College Library.

Winnepeg.

Manitoba Institution for the Education of the Deaf.

COSTA RICA.

San Jose.

Biblioteca de la Universidad Nacional.

GUATEMALA.

Guatemala.

Secrataria de Fomento Direccion General de Stasistica.

MEXICO.

Mexico.

Biblioteca Nacional.

La Junta Directiva de Instruccion Publica.

NICARAUGUA.

Managua.

Ministro de Instruccion Publica.

SAN SALVADOR.

San Salvador.

Biblioteca Universidad Nacional.

UNITED STATES OF NORTH AMERICA.

ALABAMA.

Montgomery.

State and Supreme Court, Library.

Talladega.

Alabama Institute for the Deaf.

Tuscaloosa.

University of Alabama, Library.

ALASKA.

Sitka.

Territorial Library.

ARIZONA.

Phœnix.

Territorial Library.

ARKANSAS.

Little Rock.

Arkansas Deaf-Mute Institute.

Arkansas State Library.

CALIFORNIA.

Berkeley.

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EXPLANATORY NOTE.

Titles of papers are in large bold-faced type, as "**Fallacies Concerning the Deaf,**" "**Poetry of the Deaf.**"

Numerical references to the part and to the page are in bold-faced type, while the number of the question is indicated in ordinary type.

Readers will bear in mind that there are *two series* of page-numbers: the first, covers Part I, President Gallaudet's Evidence and Exhibits; the second, covers the remainder of the work, Part II, Dr. Bell's Evidence and Exhibits, and Part III, Postscripts.

Note to the Revised Edition.

This edition of the index, having been carefully revised, is rendered more accurate and complete than the original edition bound with the work, and for these reasons should be used in preference to the first edition.

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1884. Deaf Classes in Connection with the Public Schools. Arguments by Dr. Alex. Graham Bell and Dr. P. G. Gillett, with remarks by Rev. F. H. Wines and Mr. Lester Goodman.

1884. Deaf-Mute Instruction in relation to the work of the Public Schools. Address and discussion at the meeting of the National Educational Association, held in Madison, Wis., *Alex. Graham Bell, Ph. D., M. D., and others.*

1885. Practical hints to Parents concerning the Preliminary Home-Training of Young Deaf Children, *Joseph C. Gordon, M. A., Ph. D.*

1886. Directions to Parents of Deaf Children for their treatment from Infancy in order that they may learn Speech and Lip-Reading. Reprint from Medical and Surgical Reporter of June 12, 1886, . . . *Mary S. Garrett.*

1886. The Family Instruction of the Deaf in Early Childhood, *Harvey Prindle Peet, Ph. D., LL. D.*

1886. Line-Writing Exercises, . *Alex. Graham Bell, Ph. D., M. D.*

1886 Readings in Line-Writing from standard authors, *Alex. Graham Bell, Ph. D., M. D.*

1888. On Reading as a Means of Teaching Language to the Deaf. Address delivered before the Sixth National Conference of Superintendents and Principals, April 14–17, *Alex. Graham Bell, Ph. D., M. D.*

1890. Names and addresses of persons interested in the education of the deaf, with supplement. Compiled 1890, *Volta Bureau.*

1891. Marriage. An address to the deaf delivered before the Literary Society of the National Deaf-Mute College, March 6, with Appendix on Consanguineous Marriages, *Alex. Graham Bell, Ph. D., M. D.*

1891. The Combined System of Educating the Deaf. An address delivered at Glasgow before the British Deaf and Dumb Association, Aug. 7th, *Edward M. Gallaudet, Ph. D., LL. D.*

1891. Helen Keller—Souvenir of the First Summer Meeting of the American Association to Promote the Teaching of Speech to the Deaf (first and second editions exhausted), *Volta Bureau.*

1892. The Toy Object-Method, with Explanatory Supplement, *Estella V. Sutton.*

1892. Education of Deaf Children. Evidence of Edward M. Gallaudet, Ph. D., LL. D., and Alex. Graham Bell, Ph. D., M. D., with accompanying papers, presented to the Royal Commission of Great Britain. [For public and institution libraries only], . . *Joseph C. Gordon, M. A., Ph. D.*

1892. Notes and Observations on the Education of the Deaf, with a revised index to "Education of Deaf Children," *Joseph C. Gordon, M. A., Ph. D.*

DUPLICATES.

The Bureau has on hand duplicate copies of the following works, and a large collection of odd numbers of deaf-mute journals serviceable for exchange.

1879. Vowel Theories. Paper read before the National Academy of Arts and Sciences, April 15th, *Alex. Graham Bell, Ph. D., M. D.*

1882. Lecture upon Visible-Speech. Delivered before the American Association for the Advancement of Science, August 28th, ... *Alex. Melville Bell, F. E. I. S.*

1883. Memoir upon the Formation of a Deaf Variety of the Human Race. Read before the National Academy of Sciences, November 13th, . *Alex. Graham Bell, Ph. D., M. D.*

1883. Tabular Statement Concerning the Teaching of Articulation in the United States, ... *C. A. Yale.*

1884. Official Report of the Third Convention of Articulation Teachers of the Deaf, June 25–28, *Dwight L. Elmendorf, M. A.*

1888. Conditions Necessary for the Establishment, by Selection. of a Deaf Variety of the Human Race, *W. K. Brooks, Ph. D.*

1888. Facts and Opinions relating to the Deaf. Collected and presented to the Royal Commission of Great Britain, *Alex. Graham Bell, Ph. D., M. D.*

1892. Discussion and Results of Oral Work. Read before the Teachers' Association of the Pennsylvania Institution for the Deaf and Dumb, and printed by request of the Members. *Samuel Gaston Davidson.*

1892. Sets of Visible Speech Charts, I–VII, prepared expressly for "Education of Deaf Children," . *Prof. Alex. Melville Bell.*

1892. Speech Teaching in American Schools for the Deaf. Statistical Charts, . . *Alex. Graham Bell, Ph. D., M. D.*

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